

Student Behaviour Policy

Review date: 31/08/2023



inclusive *in*formed *in*vested *in*spired

Policy Statement

At Corrigin DHS, we aim to provide a *safe, orderly, inclusive, supportive and culturally responsive environment that enables students to fulfil their learning potential that is responsibly shared by all members of the school system and school community. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching* (Student Behaviour in Public Schools Policy, July 2023 Version 3.0).

Our Positive Behaviour Plan embeds the school's core values of inclusive, informed, invested and inspired, to support students to develop resilience, make positive choices and accept responsibility for their actions.



Area 1: Inclusive – Preconditions for Positive Behaviour

In developing the Corrigin DHS Business Plan 2023-2025 our students highlighted why we value inclusivity and positive behaviour - *'In our school everyone feels included and accepted for who they are. We work together and we celebrate uniqueness through trust, respect and tolerance.'*

All students have the right to learn, feel safe and valued, achieve their potential and respect themselves and others. We encourage proactive and preventative actions, which consists of three key elements (Department of Education WA Teaching for Impact):

Create an environment that:	Build relationships that focus on:	Deliver teaching and learning programs that:
<ul style="list-style-type: none">• is physically, emotionally, culturally and relationally safe and considers the sensory needs of students.• is welcoming and celebrates diversity.• has a variety of restorative spaces for individual students and the whole class. Spaces can be inside and outside the classroom.• displays visual reminders such as routines, values and scripts for problem solving.	<ul style="list-style-type: none">• Connecting with the unique strengths and talents of each student.• building opportunities for all students to feel a sense of safety, identity and belonging, achievement, autonomy, altruism, adventure and fun.• modelling optimism and hope, solution finding and a growth mind-set, using strength-based language.• immediately responding to prevent and reduce issues of bullying, racism, harassment and discrimination.• collaborative discussions about values, expectations and consequences, with a student voice in decision making.• explicitly teach social emotional competencies and skills.	<ul style="list-style-type: none">• Have time allocated for brain-breaks and activities that support students' engagement in learning.• embed opportunities to learn in response to student behaviour.• Implement instructional skills that increase cognitive and emotional engagement.

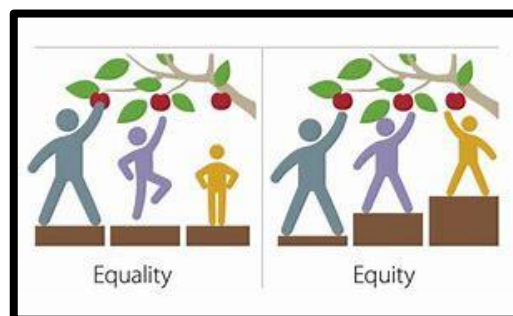
Positive Behaviour

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. Positive behaviour is a student's competence and capacity in their context of the school community's expectations and values to:

- establish and build positive connections with adults and peers
- develop empathy for others and understand relationships
- recognise and regulate their own emotions
- make responsible decisions
- work effectively with others
- cope with challenging situations constructively.

Equity and Equality

Equality in education means providing every student with the same experience, resources and opportunities regardless of their situation. Equity provides students with resources that fit their circumstances to overcome their specific challenges. Behaviour Management may look different in some circumstances, particularly for students with special educational needs.



Area 2: Informed – Clear Roles and Responsibilities

In developing the Corrigin DHS Business Plan 2023-2025 our students highlighted the important of clear roles and responsibilities – *‘We will be informed through good communication and good teaching. We will know what is happening, what is expected of us and we will have the opportunity to learn in different ways.’*

A school community contains a wide variety of individuals and groups who strive to work together to educate students to become confident, well-educated young people. Shared and respectful expectations and values will enable us to work together in the best interests of our children (*Connect and Respect Expectations, 17th July 2023*).

All staff, students and parents/guardians:

Have the right to:

- teach, learn and be involved in a supportive environment
- be treated with respect and courtesy
- support students to attend school every day
- receive respect and kindness from others
- be informed about curriculum, procedures and descisions about children's learning, education and welfare
- actively communicate to solve concerns in a respectful and timely manner

Have the responsibility to:

- show respect and kindness to all members of the school community
- ensure that behaviour is not disruptive to others
- model and demonstrate courteous behaviour
- know the school's procedures for school rules, expectations, consequences and incentives
- support each other

Recording of Student Behaviours

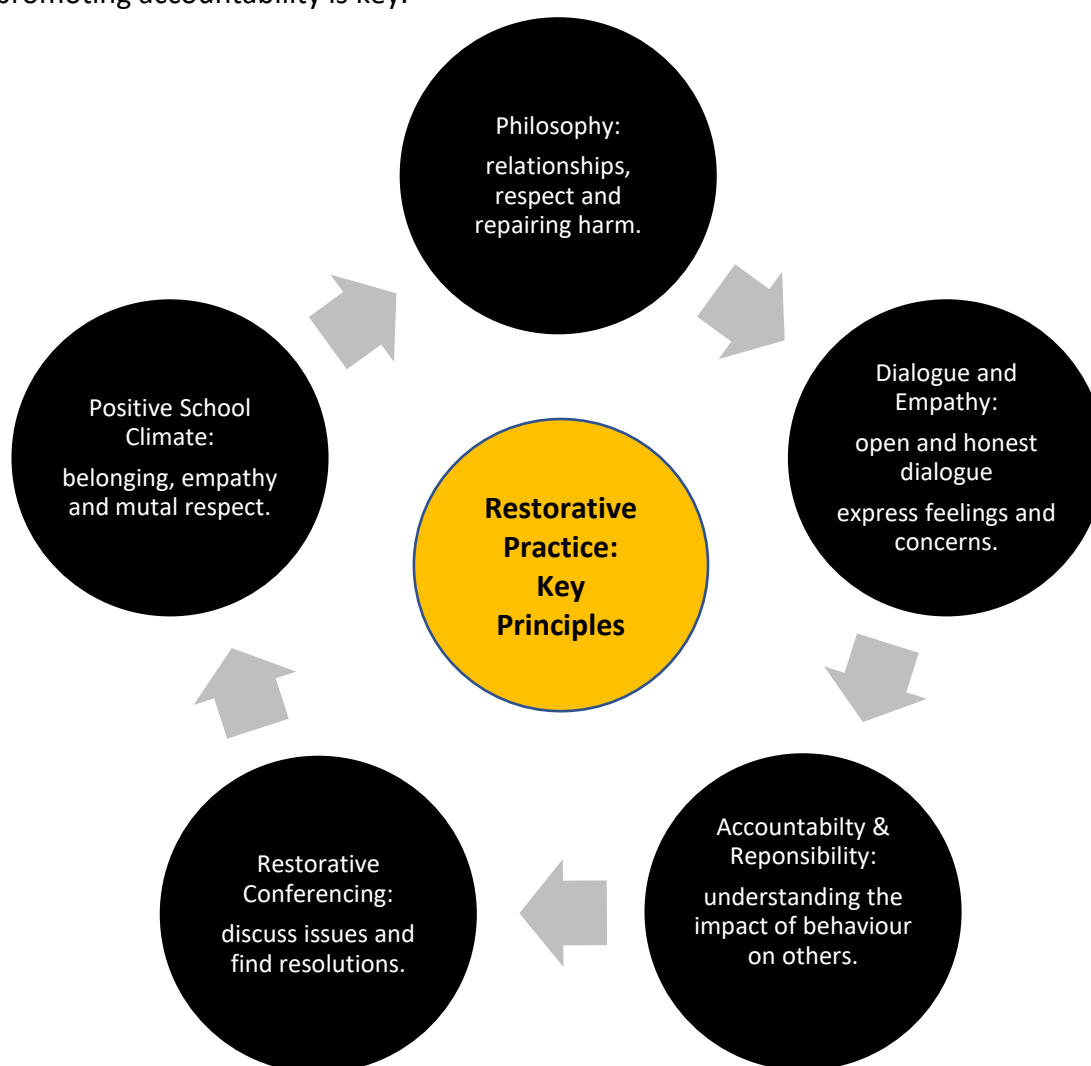
It is expected that teachers will respond to student behaviour at a classroom level, and they will communicate necessary and relevant behaviours with parents. Corrigin DHS uses the Compass platform to regularly record student behaviours and parent communication. The student chronicle is the way we track minor behaviours that occur in the classroom, ensuring our record keeping is consistent and accessible. See **Attachment 1** for procedures and instructions.

More serious behaviour breaches are recorded in Integris by the administration team or teacher. These details are stored centrally by the Education Department and can be accessed at any site where the student is enrolled.

Area 3: Invested – Restorative Practice and Consequences for Negative Behaviours

In developing the Corrigin DHS Business Plan 2023-2025 our students highlighted the importance of individuals being invested in their individual and collective success – *‘Our school will invest time and money in us. Everyone will have a positive attitude and show commitment, hard work and passion for our school.’*

The most profound learning occurs when there are healthy relationships between teacher and student. Restorative practice assists teachers, students and parents to build, maintain and restore relationships, while building students’ capacity to self-regulate their behaviour. It is implemented in schools to create a positive school environment where conflict resolution and promoting accountability is key.



Consequences

Staff, students and parents need to develop a clear understanding of what happens when our behaviour expectations are not met. Both primary and secondary consequence maps were developed in consultation with secondary and upper primary students in 2023 (**Attachment 2, 3 and 4**). Office Slips are given to students to present on arrival so Admin are aware of different situations for students (**Attachment 6**).

Area 4: Inspired – Motivators for Ongoing Positive Behaviour

In developing the Corrigin DHS Business Plan 2023-2025 our students highlighted the ways our teachers support them to be inspired – *‘We will be inspired by our teachers. When they help us to step out of our comfort zone, work with others, create new ideas and use hands on learning and technology, we know we will meet our future goals.’*

To inspire our students, we use The Resilience Project as the centrepiece of positive behaviour practice. We also offer a range of incentives and extra-curricular opportunities which rely upon positive behaviour.



The Resilience Project

The Resilience Project delivers emotionally engaging programs, providing practical, evidence-based mental health strategies to build resilience and happiness. Through presentations, school curriculum, events, the TRP App and Wellbeing Journals, students learn the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. It also incorporates Emotional Literacy, Connection and Physical Health education and activities, as they are foundational contributors to positive mental health.



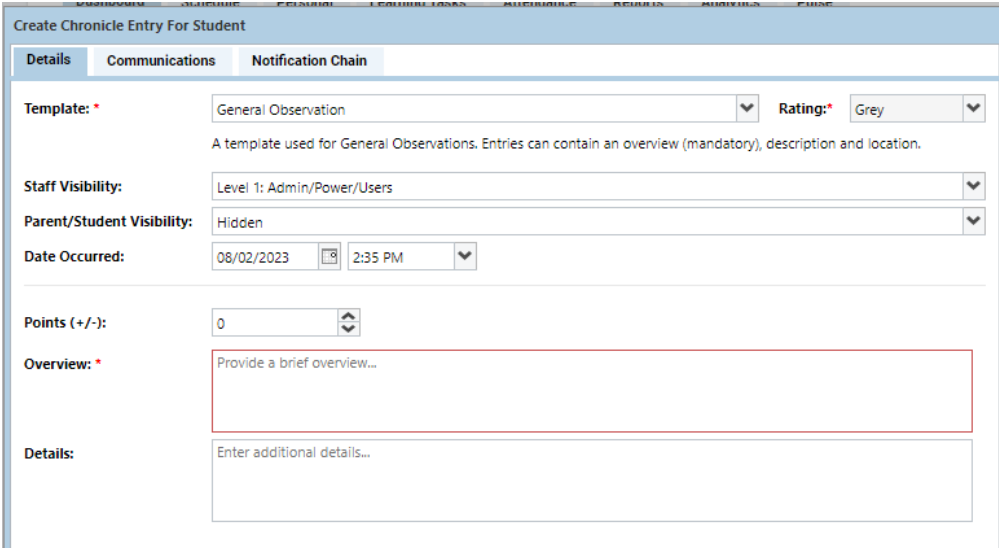
Good Standing

Good Standing aims to develop a student's responsibility for the choices they make. It supports all students to demonstrate positive behaviours and maintain high standards. All students commence the school year with Good Standing and are deducted points when they make poor behaviour choices. A loss of Good Standing results in a student's exclusion from extra-curricular opportunities. The different stages of Good Standing are outlined in **Attachment 5**.

Activities that Corrigin DHS students are involved in include:

- Carnivals (Athletics and Swimming)
- Country Week for secondary students
- Year 5/6 Camp
- Class excursions
- Incursions
- Bushranger Camps
- Discos
- Water Fun Day
- Cricket Carnivals
- Harmony Day
- SunSmart Tennis Classic
- National Simultaneous Story Time
- Cross Country
- Hockey Clinics
- Dockers Cup
- NAIDOC Day
- Reconciliation Day
- Charity Days - Jeans for Genes Day, Do it for Dolly Day, Footy Colours Day,
- Language Week
- National Science Week
- Book Fair and Book Parade
- Break a Rule Day
- Year 10 Graduation

Attachment 1 Recording of Behaviours

Teachers	<ul style="list-style-type: none"> • Search the student • Add Chronicle Entry • Use the drop-down menu next to template to select 'Behaviour Observation' • Make sure the Parent/Student Visibility is set to hidden • Select date/time and enter an overview of the behaviour or parent communication • Save and close 
Admin	<ul style="list-style-type: none"> • When students are sent to the office for a 15-minute timeout (either for a serious incident or when classroom time out has not corrected behaviour), Admin will enter this into Compass (Level 3 category). • Admin will discuss the situation with teachers so we can enter the behaviours correctly, or teachers will be asked to enter the incident on Compass. • Any behaviour/incident that requires an in-school withdrawal or suspension will be entered into both Compass and Integris by Admin (Level 3 category). • Good standing points are to be removed and added by Admin only Level 3 category). • For ongoing behaviour occurrences, a Behaviour Management Plan (BMP) will be developed in consultation with staff, student and parents. • Teachers can record observations under the following Level 1 categories: general academic observation, general attendance observation and general behaviour observation.

Attachment 2 – Behaviour Expectations (Secondary)

General Behaviour Expectations	<ul style="list-style-type: none"> Following simple classroom instructions from the teacher (e.g., taking hat off). Listening. Being prepared for class and punctual. Wear your uniform. Everyone has the right to learn - do not interfere with others learning.
Warning 1	<ul style="list-style-type: none"> Students are expected to follow teacher instructions and complete set class work. If the student is not following instructions, then they will be given their first warning and first chance to correct their behaviour.
Warning 2	<ul style="list-style-type: none"> A second warning is the last chance given to correct misbehaviour.
Time Out (in class)	<ul style="list-style-type: none"> A 3rd occurrence in class will result in time out in the classroom. Take yourself to the designated place in the room and sit quietly for 5 minutes (i.e., sort yourself out). After this, re-join the class. Only one time out per period is permitted.
Time Out (office)	<ul style="list-style-type: none"> A 15-minute time out in the office if in class time out is not completed properly, or a second in class timeout has occurred. Immediate time-out for physical or verbal abuse or swearing directly to a staff member or classmate. Office time out will result in loss of good standing point (1) and behaviour recorded in the school's system.
Office Withdrawal	<ul style="list-style-type: none"> 1/2-day office withdrawal will occur if a student is sent to office time-out twice in one day. Parents will be notified, and behaviour recorded in the Education Department's system. Abuse or swearing that is said directly to a member of staff (dependant on severity or regularity). High level non-compliance. Likely loss of Good Standing.
Suspension	<ul style="list-style-type: none"> Can be from 1/2 day to 10 days (used by the school to restore good order and keep everyone safe, including the student suspended). <ul style="list-style-type: none"> Racism, sexism and discrimination of people with disabilities. Physical or mental violence. Misuse of computers and internet. Immediate loss of good standing.
Exclusion	<ul style="list-style-type: none"> Continuation of any behaviours that have been reported to police. Provoking fights between students and/or intentional provocation (e.g. filming).
Report to Police	<ul style="list-style-type: none"> Drugs and alcohol - at school or under the influence. Vaping (use or possession) Leaving school grounds (unknown whereabouts). Serious bullying or assault of another student or staff.
Loss of Good Standing	<ul style="list-style-type: none"> Warning letter at -5 points. Loss of good standing at -10 points. Meeting with Admin and parent/carer to set expectations for reinstatement. Non-attendance at school events, camps and excursions. Once Good Standing is lost, Work Placement is dependent on weekly behaviour.
Reinstatement of Good Standing	<ul style="list-style-type: none"> Good Standing is reinstated following 10 days of positive behaviour.

Attachment 3 – Behaviour Expectations (Year 3-6)

General Behaviour Expectations	<ul style="list-style-type: none"> Following simple classroom instructions from the teacher (e.g., taking hat off). Listening. Being prepared for class and punctual. Wear your uniform. Everyone has the right to learn - do not interfere with others learning.
Warning 1	<ul style="list-style-type: none"> Students are expected to follow teacher instructions and complete set class work. If the student is not following instructions, then they will be given their first warning and first chance to correct their behaviour.
Warning 2	<ul style="list-style-type: none"> A second warning is the last chance given to correct misbehaviour.
Time Out (in class)	<ul style="list-style-type: none"> A 3rd occurrence in class will result in time out in the classroom. Take yourself to the designated place in the room and sit quietly for 5 minutes (i.e., sort yourself out). After this, re-join the class.
Time Out (office)	<ul style="list-style-type: none"> A 15-minute time out in the office if in class time out is not completed properly, or a second in class timeout has occurred. Immediate time-out for physical or verbal abuse or swearing directly to a staff member or classmate. Office time out will result in loss of good standing point (1) and behaviour recorded in the school's system.
Office Withdrawal	<ul style="list-style-type: none"> 1/2-day office withdrawal will occur if a student is sent to office time-out twice in one day. Parents will be notified, and behaviour recorded in the Education Department's system. Abuse or swearing that is said directly to a member of staff (dependant on severity or regularity). High level non-compliance. Likely loss of Good Standing.
Suspension	<ul style="list-style-type: none"> Can be from 1/2 day to 10 days (used by the school to restore good order and keep everyone safe, including the student suspended). <ul style="list-style-type: none"> Racism, sexism and discrimination of people with disabilities. Physical or mental violence. Misuse of computers and internet. Immediate loss of good standing.
Loss of Good Standing	<ul style="list-style-type: none"> Warning letter at –3 points. Loss of good standing at –5 points. Meeting with Admin and parent/carer to set expectations for reinstatement. Non-attendance at school events, camps and excursions.
Reinstatement of Good Standing	<ul style="list-style-type: none"> Good Standing is reinstated following 10 days of positive behaviour.

Attachment 4 – Behaviour Expectations (PP-2)

General Behaviour Expectations	<ul style="list-style-type: none"> Following simple classroom instructions from the teacher (e.g., taking hat off). Listening. Being prepared for class and punctual. Wear your uniform. Everyone has the right to learn - do not interfere with others learning.
Warning 1	<ul style="list-style-type: none"> Students are expected to follow teacher instructions and complete set class work. If the student is not following instructions, then they will be given their first warning and first chance to correct their behaviour.
Warning 2	<ul style="list-style-type: none"> A second warning is the last chance given to correct misbehaviour.
Time Out (in class)	<ul style="list-style-type: none"> A 3rd occurrence in class will result in time out in the classroom. Take yourself to the designated place in the room and sit quietly for 5 minutes. After this, re-join the class.
Time Out (office)	<ul style="list-style-type: none"> A 15-minute time out in the office if in class time out is not completed properly, or a second in class timeout has occurred. Immediate time-out for physical or verbal abuse or swearing directly to a staff member or classmate. Office time out - recorded in the school's system.
Office Withdrawal	<ul style="list-style-type: none"> 1/2-day office withdrawal will occur if a student is sent to office time-out twice in one day. Parents will be notified, and behaviour recorded in the Education Department's system. Abuse or swearing that is said directly to a member of staff (dependant on severity or regularity). High level non-compliance.
Suspension	<ul style="list-style-type: none"> Can be from 1/2 day to 10 days (used by the school to restore good order and keep everyone safe, including the student suspended).

Attachment 5 – Different Stages of Good Standing

	Year 3-6	Year 7-10
Good Standing	All students start with Good Standing and will retain it as described above.	
Early Warning	Early signs of unsatisfactory punctuality/attendance, class work, behaviour, dress code or mobile device usage will be recorded in Compass with the loss of a point.	
	If a student reaches -3 points parents are notified with a <i>Letter of Concern</i> via Compass email.	If a student reaches -5 points parents and student are notified with a <i>Letter of Concern</i> via Compass email.
	Parents and teacher work together to support the student to improve.	
Loss of Good Standing	Extreme behaviours requiring suspension may result in the immediate loss of Good Standing.	
	If a student reaches -5 points parents are notified with a <i>Letter of Concern-Loss of Good Standing</i> via Compass email.	If a student reaches -10 points student and parents are notified with a <i>Letter of Concern-Loss of Good Standing</i> via Compass email.
	Student is required to attend a meeting with the Deputy Principal and complete a Loss of Good Standing Contract.	
	To initiate reinstatement of Good Standing, the student must demonstrate positive behaviours for a period of 10 school days. During this time, if the student demonstrates poor behaviour, the 10 days of positive behaviour required will likely restart.	
	If the student is struggling to meet the requirements within the timeframe their parent/carer will be required to attend a meeting to discuss and develop an individual plan to support their needs.	
Reinstatement of Negative Points	Negative points are reset in the case of a student's negative points being stable for 2 weeks due to improved behaviours and at the beginning of each new term.	

Note: In 2024 the proposed loss of Good Standing Points for secondary students will match the primary and become -5.

Celebration!

Name: _____

- ☐ Has great work to show you
- ☐ Has been displaying GEM behaviours

Teacher notes:

- ☐ Admin

Chat and Reset

Name: _____

- ☐ Needs a chat about behaviour
- ☐ Needs an emotional reset
- ☐ Other _____

Teacher notes: _____

- ☐ Admin

Office Time Out

Name: _____

- ☐ Classroom time out was not completed properly
- ☐ A second classroom time out was given
- ☐ Instant office time out for
 - Physical abuse
 - Verbal abuse
 - Swearing at another person
- ☐ **NOTES ON BACK**
- ☐ **Entered by Admin**