



POLICY STATEMENT

Department of Education schools provide positive environments for students to learn and staff to work. CDHS ensures that every student has the educational support needed to learn and maintain positive behaviour and acknowledges that students, staff and parents/carers have the right to feel safe and supported at school.

CUNDERDIN DISTRICT HIGH SCHOOL (CDHS) VISION AND VALUES

Our purpose

We aim to assist and encourage students to develop to their full potential and strive for excellence whilst preparing them for a challenging world.

What We Stand For

1. We believe all children can learn and we are inclusive of all their needs and interests
2. We believe in creating a safe, happy and caring learning environment
3. We model our values
4. We believe education involves the whole child, developing their academic, creative, physical, emotional and social aspects
5. We believe learning occurs when children are motivated, engaged and the learning is linked to real life experiences
6. We will encourage our children to be critical thinkers, risk takers and problem solvers
7. We will ensure our method and practice of teaching are challenging, engaging and flexible to provide opportunities for all
8. We believe the work of teachers makes a difference to the lives and learning of children

BEHAVIOUR EXPECTATIONS

CDHS is a Positive Behaviour Support School. This is a whole school approach to behaviour management and as a school we hold high expectations of our staff, students and families, and firmly believe that intentional physical aggression has no place in our school. Our expectations and processes also align with the Department of Education's, Student Behaviour in Public Schools Procedures.

CDHS Positive Behaviour Support Mission Statement

'CDHS is a safe and collaborative learning environment that works in partnership with families and the wider community to inspire and challenge our young people to become responsible, active and resilient community members. We encourage all students to 'be the best they can be' by fostering academic success and social and emotional well-being.'

The CDHS Behaviour Expectations Matrix (Appendix A), explicitly outlines the positive behaviours that are expected across all areas of the school.

Our four expectations are:

- Be Responsible
- Be Respectful
- Be Safe and Caring
- Be Your Best

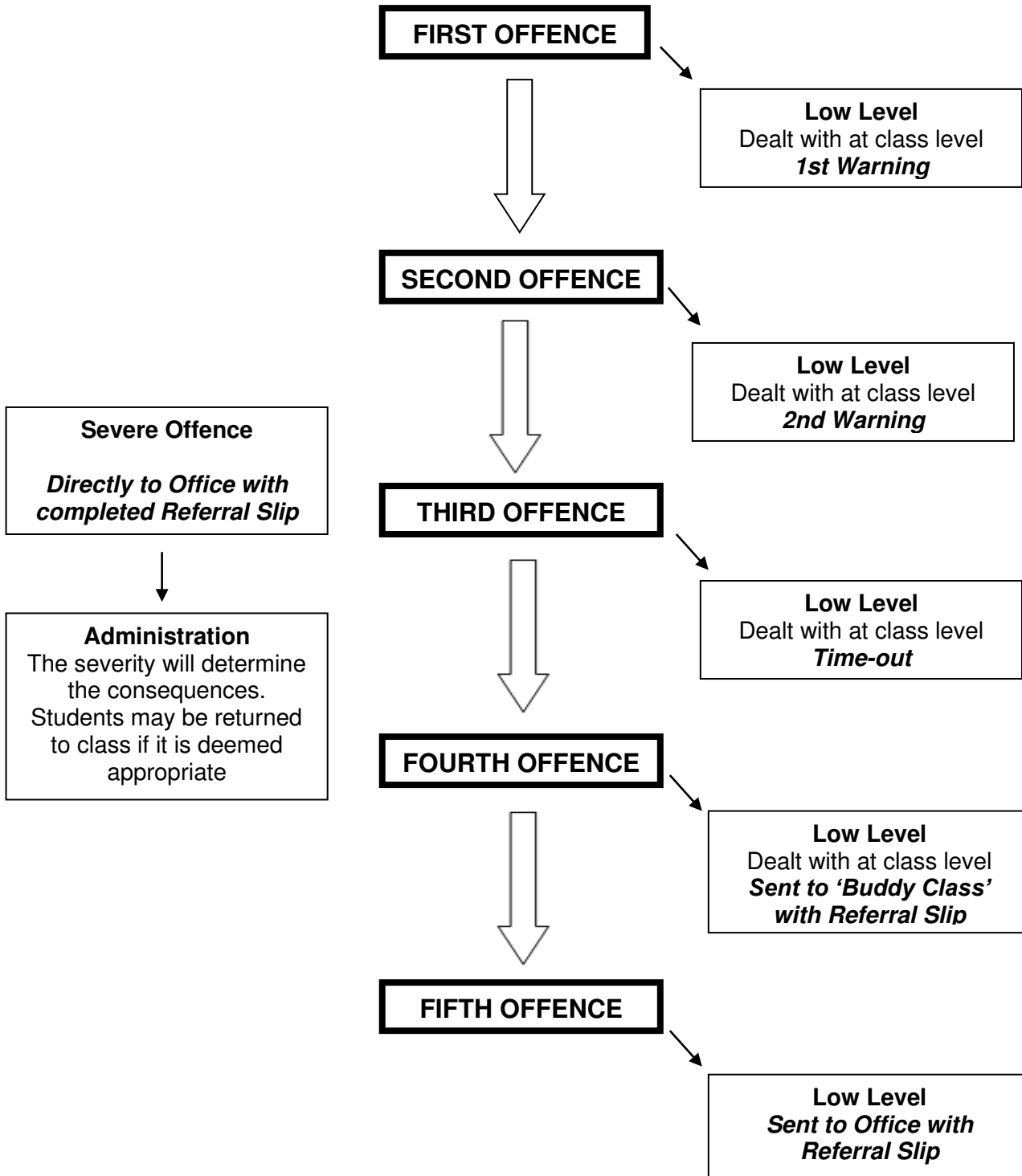
The four expectations are linked to Good Standing. Students can gain a maximum of 4 points per day (1 per expectation). For further information, please refer to the *Good Standing Policy* (Appendix B)

PROCESSES AND PROCEDURES

CDHS has a three levelled approach to the management of inappropriate behaviours. It recognises that some students will, from time to time, impinge on the rights of others to learn or to teach. It also acknowledges that different levels of behaviour require different management strategies.

Behaviour Management Flow Chart

At each level the focus must be to have the student understand how his/her actions impacted on others, and to have them accept responsibility for changing that behaviour.



STUDENT BEHAVIOUR

In the event a student displays one or more of the following inappropriate behaviours the school will follow the processes as outlined below:

Inappropriate School Language

- At CDHS we expect that students use appropriate language at all times
- A staff member **MUST** hear the student use inappropriate language
- Students who are heard by staff using inappropriate language are issued with an 'Inappropriate School Language Detention Slip' they are required to complete 10 minutes' detention at the next break time (either recess or lunch)
- Students who fail to complete their detention have their time doubled and are required to complete the detention at the next break
- Students who refuse to complete their detention are withdrawn from class and will spend the remainder of the day completing school work in the office
- If a student has used inappropriate language four times in one day they are withdrawn from class and spend the remainder of the day completing school work in the office

The Use of Mobile Phones or Electronic Devices

- CDHS does not permit the use of mobile phones or electronic devices at school
- Students are able to bring their phones or devices to school. However, they **MUST** be turned off and remain in their bags at all times
- Parents/Caregivers are to make contact with their child/ren through the school office
- If staff observes a student using a mobile phone or device, it will be confiscated. Parents/Caregivers will be responsible for collecting their child's equipment from the school office
- CDHS takes no responsibility for the loss or theft of mobile phone or electronic devices that are bought to school

Verbal Abuse of Staff or Students

- CDHS classes verbal abuse as a severe offence and the student/s will be immediately removed from class/playground and escorted to the front office with a completed referral slip
- The incident will be investigated by the Administration Team and consequences will be allocated
- Severe verbal abuse may result in suspension
- Restorative practices will be used before re-entry to class/school to make right the situation

Physical Aggression - Student to Student

- Intentional physical aggression towards students is not tolerated at CDHS and is deemed a severe breach of the schools Managing Student Behaviour Policy
- The student/s will be immediately removed from class/playground and escorted to the front office
- The incident will be investigated by the Administration Team and consequences will be allocated
- Any student who causes intentional harm to another student will be suspended
- Any student who decides to film an act of physical violence rather than seek help will be suspended
- An Individual Behaviour Plan will be created and the student must undergo a re-entry meeting with a member of the Administration Team prior to coming back to school after a suspension period

Physical Aggression - Student to Staff

- Intentional physical aggression towards staff is not tolerated at CDHS and is deemed a severe breach of the schools Managing Student Behaviour Policy
- The student/s will be immediately removed from class/playground and escorted to the front office
- The incident will be investigated by the Administration Team and consequences will be allocated
- Any student who causes intentional harm to a member of staff will be suspended and may be recommended for exclusion
- Any student who decides to film an act of physical violence rather than seek help will be suspended
- An Individual Behaviour Plan will be created and the student must undergo a re-entry meeting with a member of the Administration Team prior to coming back to school after a suspension period

Use of Drugs or Alcohol

- The use of drugs and alcohol is deemed a severe breach of the schools Managing Student Behaviour Policy
- For further information, please see our Cunderdin District High School, School Drug Education Plan

RESPONSIBILITY OF STAKEHOLDERS

STAFF WILL:

- Build positive partnerships with the Parents/Caregivers
- Provide positive reinforcement
- Have high expectations
- Acknowledge individual differences
- Build meaningful relationships with students
- Be consistent, fair and equitable
- Encourage student responsibility
- Adhere to CDHS Behaviour Management Policy and Procedures
- Complete 'Good Standing' procedures daily and give regular feedback to the students on their standing
- Model expected behaviours
- Communicate with Parents/Caregivers
- Provide a safe environment
- Listen to and address concerns students may have
- Maintain appropriate records of students' behaviour
- Where necessary, create and monitor a supportive *Individual Behaviour Management Plan*

STUDENTS WILL:

- Display CDHS Expectations of; Be Responsible, Be Respectful, Be Safe and Caring and Be Your Best
- Ensure they show respect to students, staff and visitors to the school
- Accept responsibility and the consequences for their actions
- Aim to earn and maintain their Good Standing at 75% or higher or 85% for student leaders
- Understand they are accountable for their choices and actions

PARENTS/CAREGIVERS WILL:

- Treat other members of the school community with respect and dignity
- Support school policies and values
- Encourage their children to respect other students and school staff
- Understand that they are a major stakeholder in ensuring our students are well-supported
- Communicate relevant information that may affect their child's learning and well-being
- Build a positive partnership with staff and the school

STRATEGIES TO SUPPORT STUDENTS

Our focus will always be to encourage and recognise positive behaviours. This applies equally, in, and out, of the classroom. Incentives such as the following are some of strategies used:

- Challenging and engaging lessons
- Modelling of desired behaviours to students by staff as per the Positive Behaviour School Program
- 'Great Expectation' tickets given out for displaying the School's Expectations and subsequent raffle draw
- Good Standing acknowledgement activities
- Merit Awards
- Some staff are trained in Youth Mental Health First Aid
- We have staff who are Gatekeeper trained for suicide prevention
- Public recognition of achievement by the Administration via class or assembly
- Newsletter accounts
- School Chaplain

- Communication to parents via phone, SkoolBag App, email, Communication Book, letter or in person
- Constant praise and reinforcement
- Staff who are trained in Classroom Management Strategies (CMS)
- Classroom reward systems

THE PROVISION OF INDIVIDUAL STUDENT BEHAVIOUR SUPPORT

The school will provide individual student behaviour support where the need is identified through:

- Monitor students whose behaviour needs are not adequately met by the whole school support plan
- Seek advice from Regional Office and Statewide Services staff, as required
- Liaise with external agencies or experts, as required
- Utilise information received from the student and his/her parent(s) to inform the Individual Behaviour Plan and work together to ensure the school meets the needs of their child
- Access the School Psychology service if required
- Support from the School Chaplain if required

REFERENCES

Student Behaviour Policy V2.2 - Effective: 4 January 2016; last updated 3 October 2018

Student Behaviour Procedures v2.5 - Effective: 26 April 2016; last updated 3 October 2018

Classroom First Strategy - Managing Student Behaviour

EFFECTIVE DATE:

June 2020

REVIEW DATE:

June 2022



Cunderdin District High School

BEHAVIOUR EXPECTATIONS MATRIX (APPENDIX A)

	Be RESPECTFUL	Be RESPONSIBLE	Be SAFE & CARING	Be YOUR BEST
All Settings	<ul style="list-style-type: none"> ★ Be polite and use your manners ★ Be an active listener ★ Follow all staff instructions 	<ul style="list-style-type: none"> ★ Be on time and prepared ★ Leaves areas tidy ★ Put all rubbish in the bin ★ Take care of all property and equipment 	<ul style="list-style-type: none"> ★ Help each other ★ Keep hands, feet and equipment to self ★ Move safely when at school 	<ul style="list-style-type: none"> ★ Wear your uniform with pride ★ Use school language ★ Tell the truth
Transitions	<ul style="list-style-type: none"> ★ Walk quietly ★ Line up quietly 	<ul style="list-style-type: none"> ★ Go to the office if you arrive before 8:20am 	<ul style="list-style-type: none"> ★ Hold all equipment securely ★ Keep to the left ★ Be safe around the car parks ★ Use paths to enter/exit the school 	<ul style="list-style-type: none"> ★ Be punctual
Learning Areas	<ul style="list-style-type: none"> ★ Put your hand up to ask a question ★ Ask the teacher before leaving the learning area ★ Use quiet voices inside ★ Obtain permission before using others' equipment 	<ul style="list-style-type: none"> ★ Be organised ★ Follow ICT rules ★ Leave areas tidy 	<ul style="list-style-type: none"> ★ When indoors, walk 	<ul style="list-style-type: none"> ★ Sit properly ★ Stay on task ★ Start your work straight away ★ Complete your work ★ Always 'have-a-go'
Office	<ul style="list-style-type: none"> ★ Use a calm and quiet voice ★ Answer questions politely ★ Wait patiently ★ Knock and wait to enter the staffroom 	<ul style="list-style-type: none"> ★ Ignore people in time-out ★ Return all borrowed equipment 	<ul style="list-style-type: none"> ★ Make clear your needs / wants in an emergency, illness or injury 	<ul style="list-style-type: none"> ★ Smile and greet the office staff
Eating Lunch / Canteen	<ul style="list-style-type: none"> ★ Put your hand up and wait to be dismissed by duty teacher ★ Wait patiently for your canteen order 	<ul style="list-style-type: none"> ★ Stay seated and hold sports equipment until 12:30 pm ★ Put your rubbish in the bin 	<ul style="list-style-type: none"> ★ Eat your own food ★ Invite others to sit with you 	<ul style="list-style-type: none"> ★ Smile and greet the canteen staff
Time out / Buddy Class	<ul style="list-style-type: none"> ★ Sit quietly ★ Ask to rejoin the class ★ Stay seated 	<ul style="list-style-type: none"> ★ Go directly to time-out / buddy class ★ Return directly to class ★ Let the timer do its job 	<ul style="list-style-type: none"> ★ Keep feet, chairs and desk on the floor 	
Play Areas & Water Fountains	<ul style="list-style-type: none"> ★ Take turns ★ Speak to duty teacher before going to the office ★ Abide by the umpire's decision ★ Listen and follow duty teacher's instructions the first time 	<ul style="list-style-type: none"> ★ Be water wise ★ Play school appropriate games ★ The person who gets the sports equipment out, returns it properly ★ Report any serious problems to the duty teacher immediately 	<ul style="list-style-type: none"> ★ Wear your hat and shoes ★ Share equipment ★ Include others ★ Use playground equipment safely ★ Help others 	<ul style="list-style-type: none"> ★ Use conflict resolution strategies ★ Use school language
Toilets	<ul style="list-style-type: none"> ★ Flush toilet when finished 	<ul style="list-style-type: none"> ★ Leave sports equipment outside ★ Use 1 paper towel to dry hands, then place it in the bin ★ Use toilet paper for its intended purpose ★ Use 1 pump of soap and wash hands properly ★ Be water wise 	<ul style="list-style-type: none"> ★ Enter/exit the toilet cubicle through the door ★ Keep water in the sink 	<ul style="list-style-type: none"> ★ Be hygienic



Cunderdin District High School

GOOD STANDING POLICY (APPENDIX B)

RATIONALE

The Good Standing Policy is a supporting document to the 'Behaviour Management in Schools Policy'.

Good Standing provides a positive system that assists students to maintain a satisfactory level of attendance, behaviour and engagement. This policy aims to assist students to 'be their best' by maintaining a focus on the key factors of success and encouraging the development of responsibility in students, for their actions and educational outcomes.

GUIDING PRINCIPLES

1. Good Standing monitoring period is five weekly
2. Students Good Standing is reset at the end of each five-week block
3. Students earn points for displaying the Schools Expectations of; Be Responsible, Be Respectful, Be Safe and Caring and Be Your Best
4. Students can earn a maximum of 4 points a day (1 point for each of the 4 categories) or a total of 20 points per week. Each week the average score for each child's Good Standing is created (overall average created by applying previous weeks' Good Standing)
5. Students are deemed to have Good Standing if their average is 75% or higher
6. Students who lose their Good Standing status do not get to participate in extra-curricular activities until they regain Good Standing. These activities include recognition day activities, camps, social functions, school ball and Interschool events
7. Parents/Caregivers are contacted if their child is not eligible to participate in a school activity due to not having Good Standing
8. Student Leaders whose Good Standing falls below 85% will lose their student leadership responsibility. Once they regain a percentage of above 85% it is reinstated, if they fall below 85% again, they lose their student leadership position for the remainder of the year
9. Students will not be exempt from any school activity that is part of their learning, e.g. School events or excursions that are part of the Curriculum

SCHOOL EXPECTATIONS

- Students are required to have Good Standing of 75% or higher to participate in extra-curricular activities
- Students whose attendance falls below acceptable levels and their attendance is being managed by the School's Attendance Officer may also not be eligible to participate in Good Standing activities
- Students from Years 6 -10 seeking selection in the Student Leadership body **must** have Good Standing of 85% or higher and demonstrate their capacity to **maintain** their Good Standing