

Positive Student Behaviour Policy



LEEMING SHS

H A R M O N Y ~ E X C E L L E N C E

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POLICY STATEMENT

Leeming Senior High School provides students with the educational support needed to learn and maintain positive behaviour. The vision statement of Leeming Senior High School states:

“We seek to achieve harmony and strive for excellence at all times. We encourage all individuals to reach their potential. We value mutual respect, tolerance, inquiry and participation. We value and are committed to fairness, personal responsibility and a safe, friendly and supportive learning environment.”

Our approaches align to our Harmony ethos, support positive student behaviour and:

- are preventative in nature;
- promote pro-social behaviour, student wellbeing and the development of self-discipline;
- focus on early intervention; and
- outline procedures for the management of ongoing or serious misbehaviour.

BACKGROUND

Leeming SHS has developed our Positive Student Behaviour Policy to align itself with the Department of Education Student Behaviour Policy (updated May 2020). The management of student behaviour is embedded in transition programs and the teaching and learning process with a focus on:

- promoting pro-social behaviour and positive social interactions amongst staff and students;
- providing opportunities for students to learn and practice appropriate social behaviours and self-discipline; and
- employing appropriate and fair sanctions for students who display inappropriate behaviours.

The **Leeming SHS Positive Student Behaviour Policy** process embodies the vision statement and represents a total school approach towards the achievement of a friendly, safe and supportive environment at Leeming SHS in which students and staff can strive for excellence in their educational pursuits. The aim of this process is to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.

PRINCIPLES

The **Leeming SHS Roles and Responsibilities** charter identifies what teachers and students at Leeming SHS commit to. It is supported by the following principles which guide the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Students behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence-based decision-making reporting and referral to appropriate support, and record keeping.

WHOLE SCHOOL BEHAVIOUR SUPPORT

The Leeming SHS Positive Behaviour Policy includes:

- the school Code of Conduct stating the behaviours that students are required to learn and maintain at school;
- the **roles and responsibilities** of staff in implementing whole school behaviour support;
- **teaching and classroom management strategies** that support positive student behaviour including:
 - the management of the school environment to promote positive student behaviour;
 - the school's strategy for communicating to parents on student's behaviour;
 - the school's strategy for deciding on the application of disciplinary measures;
 - the school's approach to coordinating with external agencies where required;
 - measures to address:
 - all forms of bullying
 - aggression;
 - drug and alcohol misuse by students, including provision of evidence – based drug and alcohol education;
 - the presence of weapons on our school site;
 - risks of suicidal behaviour and/or non-suicidal self-injury;
- The **rules regarding personal use of mobile and other electronic devices**, and response to breaches of these rules; and
- The **strategy for record keeping, and use of data** in assessing the effectiveness of whole school behaviour support.

The Leeming SHS approach to whole school positive behaviour support is:

- created in consultation with the School Board;

- Reviewed at least annually, and whenever school data indicates the need, as part of the school's self-assessment review processes; and
- Reported upon at least annually to the School Board.

SCHOOL CODE OF CONDUCT

At Leeming SHS, all students are expected to:

- Be polite, showing respect and courtesy to all members of the school community;
- be punctual and prepared for each class, and aware of specific needs for different classes;
- follow all reasonable instructions;
- respect learning and the right to learn;
- respect personal and community property;
- look after the safety and welfare of themselves and others;
- contribute positive to the learning environment by working responsibly, not distracting other students, completing assignments and submitting them on time;
- ensure that they have no prohibited substances such as alcohol, tobacco, illegal drugs, medicine prescribed for somebody else and other substances as designated by the school either in their system or in their possession;
- show pride in the achievements of themselves and their school;
- behave in a manner which ensures our school has a positive public image.

GOOD STANDING POLICY

The concept of *Good Standing* is to acknowledge and reward those students who display the school's core values of Harmony and Excellence and to encourage all students to improve their general performance.

Every student will start with Good Standing. Students retain their Good Standing by demonstrating the school's expected behaviours.

Leeming Senior High School students will maintain their Good Standing by demonstrating:

- Satisfactory attendance and punctuality as defined in this policy: An absence is deemed unsatisfactory if it is unexplained or the explanation, in the view of the Deputy Principal, is inadequate or inappropriate.
- Completion of all course requirements in accordance with subject outlines.
- Satisfactory behaviour by adhering to the standards of the school's Code of Conduct as defined by the Behaviour expectations detailed in this policy.
- Meeting the requirements of the school's dress code.

PROCEDURE

Loss of Good Standing for five (5) weeks will occur in the case of: –

Absence/Lateness

- If students do not provide evidence to clear unexplained absences after they have been reminded; and/or
- Students who are consistently late to school without satisfactory explanation even after intervention.
- Maintain a minimum of 90% attendance (documented diagnosed or acceptable explained issues aside).

Course Requirements

- A Head of Learning Area (HOLA) or Program Coordinator may recommend loss of Good Standing if, after intervention, a student is demonstrating poor application, late/unsatisfactory completion of homework or coursework, comes unprepared for lessons, or does not respect the rights of others to learn.

Dress Code

- Ongoing non-compliance with the School Dress Code after intervention.
- No more than 3 uniform breaches in the term.
- Uniform breaches in specialist areas requiring specific uniform or equipment are covered in Learning Area policy, however 3 breaches of Learning Area policy will result in a referral to a Student Services Manager for Good standing consideration. See appendix A

Behaviour Expectations

- Repeated breaches of the school Positive Student Behaviour Policy including truancy and not following teacher instructions.
- No more than 3 behaviour referrals to Chronicle in the semester (referrals to HOLA, SSM or DP).
- No more than incident 2 on the Mobile Device Policy.

Suspension

- Any act which results in suspension.
- Intention to Suspend Notice.

Positive Consequences of Maintaining Good Standing

Students with Good Standing have earned the privilege to participate in specialist programs and extracurricular activities. These include representation of the school in sporting and non-sporting events, participation in school socials and school balls, reward activities and other school privileges.

CONSEQUENCES OF LOSS OF GOOD STANDING

A student without Good Standing will not participate in any extra-curricular activities. In exceptional circumstances the Principal may choose to exclude students from participating in co-curricular activities, in which case alternative arrangements will be made to ensure students receive the information required.

Co-curricular activities are learning experiences that take place outside of the classroom but are still tied to the classroom curriculum and may be assessed in some way. These activities are inclusive of all students studying a particular course and their attendance is required.

Extra-curricular activities are learning experiences that enhance learning but these activities are voluntary and are not required for the completion of a course. All students do not have the ability to access all extra-curricular activities.

Privileges lost will include all activities in the following extra-curricular areas:

- Social Events (e.g. School Ball, year group socials).
- Special programs (e.g. Camps, excursions, after school activities).
- School representation at Competitions and Carnivals (e.g. Maths Olympiad, Lightning Carnivals).
- Tours (Intrastate, Interstate and International) (e.g. Service, Volleyball, Maths, Languages, Music, Camps).
- Other activities (e.g. Valedictory, non-compulsory subject-based events, school clubs).

Notification

Staff will be notified of students who have lost good standing through Chronicle. Teachers in charge of excursions will be notified directly at the time of loss of Good Standing.

The student and parents/guardians will be notified in writing via email at the time of losing Good Standing.

Helping Students Maintain their Good Standing/Regain their Good Standing

We work with students to support them to maintain their Good Standing or regain it if they lose their Good Standing status. The Student Services Team monitors student attendance and the degree to which students demonstrate desirable behaviours and attitudes. When areas of concern are identified, parents are notified and appropriate team members work with the student to address the issue/s. Students are given positive support to help them improve their attendance or to address a particular behaviour or attitude.

- Improvement to acceptable standards over a 4-week period will enable students to regain their Good Standing
- Suspension – Students must meet the conditions set out in the Return from Suspension Meeting
- Students can regain their Good Standing status by submitting a Good Standing evaluation application that is supported by two staff/teachers, along with a monitoring sheet. The application will be emailed to all staff for their information and support. The Student Services team will review applications.

Students with repeated loss of Good Standing will be required to meet with the Deputy Principal, the Student Services Manager and their parent/guardian to discuss suitable educational alternatives.

Appendix A – Learning Area Uniform

- teacher enters dates and teacher consequence of each infraction onto Compass (including that contact has been made with parent/guardian - just one contact, not one contact for each infraction)
- HOLA alerted to 3 strikes by teacher
- HOLA informs relevant SS Manager of 3 strikes occurring and data on Compass result is one strike is given toward Loss of Good Standing by SS Manager

ROLES AND RESPONSIBILITIES

The best outcomes are achieved in reaching a goal when the school, the students and parents know the responsibilities involved and strive for excellence in meeting them. It is important to remember that there are people available to help. They include:

- School Psychologist
- Chaplains
- School Nurse
- Year Coordinators
- Students at Education Risk (SAER) Coordinators
- Workplace Learning Coordinator
- Vocational Education and Training (VET) Coordinator
- Classroom teachers
- Heads of Learning Area
- Teaching and Learning Coordinator
- Student Services Managers
 - Manager in charge of Year 7-8
 - Manager in charge of Year 9-10
 - Manager in charge of Years 11-12
- Deputy Principals
 - Deputy in charge of Years 7-9
 - Deputy in Charge of Years 10-12
- Principal

The responsibilities of staff, students and families are outlined in the following charts. This acts as a guide only. The documented whole school plan to support positive student behaviour support is implemented in ways that:

- Make the best interest of the child a primary consideration;
- Maintain a positive school approach;
- Incorporate personalised adjustments based on student need;
- Maintain cohesion of behaviour support for students across contexts and teachers;
- Build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- Are culturally, developmentally and psychologically appropriate;
- Support the growth of self-regulation; peer-regulation and reduce the need for adult intervention;
- Use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- Complement the behaviour interventions or therapies provided by external agencies;
- Respond to the assessment of school behaviour data; and
- Comply with the requirements detailed in the Positive Behaviour website:
<http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/positive-behaviour-support/>

All the members of the school community have the **RIGHT** to:

Be treated with courtesy and respect .

Work in and enjoy a safe, secure and clean environment.

Teach and learn without disruption.

Achieve their educational potential

Have their property respected

Be proud of their achievements.

All members of the school community have the **RESPONSIBILITY** to:

Show respect and courtesy to others.

Keep our environment safe, secure and clean.

Ensure that there is no disruption to another person's teaching-learning environment.

Develop their potential and to assist others in doing the same.

Respect student, staff and school property.

Ensure that their actions do not discredit the school.