



MANJIMUP SENIOR HIGH SCHOOL

STUDENT BEHAVIOUR POLICY

OVERVIEW

Manjimup Senior High School is committed to providing a caring, positive and safe environment where all members of the school community are treated with respect.

The focus at MSHS is the building of successful relationships which foster positive self-concepts and attitudes and lead to successful performance.

Our Student Behaviour Policy relies on the commitment of staff to promote and support appropriate behaviour and to modify inappropriate behaviour. Therefore, the emphasis is on repairing and rebuilding relationships, and reflection on past behaviour rather than punishment.

RATIONALE

- Create a positive environment to prevent discipline problems
- Develop teacher skills and system support for dealing with and resolving conflicts as they arise
- Teaching students to accept responsibility and respect the rights of others

SUPPORTED BY

1. An effective pastoral care system supported by the Student Services Team
2. An appropriate curriculum for all students
3. Support for students experiencing learning difficulties
4. Communicating with parents and carers

ROLE OF STAFF

Teachers are responsible for:

- Planning and implementing effective classroom management
- Maintaining records of positive and negative student behaviour, attendance and performance
- Applying appropriate class level consequences
- Negotiating re-entry of students buddied from their room
- Contacting parents
- Working within established whole school processes

Heads of Learning Areas are responsible for:

- Supporting all staff by modelling and encouraging positive student management practices
- Working with staff within Learning Area to assist with resolving behaviour management issues

Year Coordinators are responsible for:

- Promoting and rewarding positive behaviours
- Providing pastoral care for the cohort
- Supporting the Student Services Manager or class teacher with developing a plan for students requiring pastoral care support
- Encouraging students to negotiate re-entry to class after buddy
- Facilitating a restorative meeting for students who are buddied from more than one class or have not resolved buddy after 3 lessons

Student Services Manager/Deputy Principal/Principal responsible for:

- Promoting positive behaviour management
- Supporting teachers to deal with serious or threatening behaviour
- Communicating with teachers, HoLAs and year coordinators promptly to resolve student behaviour issues and negotiate actions

- Assisting by providing mediation, counselling, conciliation and, if necessary, applying consequences where students are repeatedly or seriously disruptive

The Student Services Team is responsible for:

- Engaging in effective problem solving and planning about student welfare issues (physical, social and emotional, behavioural, academic and attendance)
- Enabling staff to access information pertaining to student welfare
- Enabling staff to improve their skills to manage student welfare and to offer support to them whilst they do this
- Accessing specialist support to supplement school resources or make referral to appropriate agencies

ENCOURAGING THE POSITIVES

An important aspect of student behaviour is the recognition and acknowledgement of good performance and behaviour. Our school has identified the following skills for success that provide a focus for positive encouragement:

- **Effort**
- **EXcellence**
- **Communication**
- **Empathy**
- **Learning**

At Manjimup Senior High School, we encourage the following:

- Public recognition of students' achievement and performance
 - at school assemblies
 - in the school newsletter, Quarterly
 - in the Daily Notices read out to all students each day
 - on the front sign – top positives each week for each year group
- Positive Behaviour records in SEQTA reflecting the EXCEL skills for success
- Public recognition of SEQTA positives through:
 - random draws – canteen vouchers
 - prizes for highest achievement – local business vouchers
- Merit Certificates, Honour Certificates and Special Award Certificates
- Letters home to parents outlining special achievements, improved effort, improvements in levels, outstanding application of the EXCEL skills for success
- Displaying of student work

SCHOOL RULES

Co-operation, consideration and courtesy between students and teachers are essential to maintaining a positive learning environment. AN elaboration of the school rules can be found in Appendix B.

The following rules are necessary to preserve good order, safety and the right of students to learn:

1. Follow staff instructions.
2. Respect people.
3. Respect environment and property.
4. Mobile phones are off and away.

CLASSROOM RULES

There is a need for some classrooms to have additional rules that are required for that learning area, such as safety requirements. It is expected that these rules are communicated to students using that classroom.

MANAGING STUDENT BEHAVIOUR involves:

- creating a positive environment with engaging lessons to prevent discipline problems
- developing a system for dealing with and resolving conflicts when they arise
- remembering that the ultimate goal of school discipline is teaching students to accept responsibility and respect the rights of others

The Student Behaviour system operates in the school to enable students to learn and teachers to teach without disruption. A major aim of the Student Behaviour Policy is to build a positive classroom climate by encouraging teachers to acknowledge students as responsible individuals.

BEHAVIOUR RECORDS – SEQTA

Pastoral Care notes allow staff to record interactions with students, positive, negative and neutral. The pastoral care note is a record of what has occurred – they are not a punishment and should not be used as a threat or consequence.

BUDDY CLASS

Usually the choice to go to Buddy is given after other low key strategies have failed.

1. The student is given the choice to behave according to teacher instructions or to behave appropriately in Buddy Class.
2. The teacher has access to a roster of small, generally quiet, upper school classes that are used for Buddy. Upper school students may be sent directly to Student Services.
3. Students are provided with a Buddy – Work It Out (WIO) Sheet to complete as well as class work.
4. The teacher makes a SEQTA Pastoral care note and notifies the parent/carer.
5. The teacher negotiates the conditions of re-entry into the class with the student. The Buddy – WIO Sheet is used to generate that conversation.
6. The Year Coordinator may also contact the parents/carers where a student is in buddy over several subjects.

SUBJECT WITHDRAWAL

A student may be withdrawn for up to a week of lessons where ongoing behaviour has disrupted the learning environment or has created a safety issue. Removing a student from the classroom will have a significant impact on student learning. This can only be implemented by the HoLA.

- A package of work must be prepared for the entire length of the withdrawal
- A place to complete work needs to be established
- A meeting to re-enter the classroom needs to be conducted
- Parents must be informed during this process
- Accurate attendance records are required

STUDENT BEHAVIOUR PROCESS

Low Level Breach

Classroom Teachers manage a range of low level breaches within their daily practice. This would include

- Positive reinforcement of expectations
- Classroom Management Strategies
- Private dialogue – questioning or discussion with the student
- Provision of choices
- Isolate student within the class
- Isolate the student outside the class (5-minute time out)
- Classroom detention
- Parent contact
- Records within SEQTA
- Informal contracts and behaviour plans
- Subject monitoring cards

Students are encouraged to resolve issues at this level following the instructions of their teacher.

Medium Level Breach

Where student's behaviour is a breach of school and/or classroom rules and is disrupting the learning of others or is escalating, students are given a choice to amend their conduct and stay in class or complete their work in buddy or in extreme cases, subject withdrawal. This will be notified to parents. The student return must be negotiated with the teacher (or HOLA in case of a subject withdrawal). The Year Coordinator will also be supporting a student who has chosen to go to buddy for several classes.

Serious Breach

Where a student's behaviour is extreme and requires immediate intervention, they are sent to Student Services or a runner is sent for the student to be collected. This may include students who have an Individual Behaviour Management Plan, Risk Management Plan or Crisis Management Plan. The parent will be notified of the incident by Student Services.

Serious breaches of behaviour will be managed by the Student Services Manager, Deputy Principal and/or the Principal. These may include:

- Abuse, threats, harassment or intimidation of students or staff
- Physical violence towards students or staff
- Weapons violations
- Possession, use or supply of restricted sale items
- Possession, use or supply of illegal substances
- Damage to or theft of property

Such behaviours are likely to result in a suspension from attendance at MSHS and require consultation with the student, parent/carer and staff to ensure that future behaviour will meet the expectations of MSHS. Suspension allows:

- For the student, other students and staff to calm and recover; and/or
- For all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- For the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, **suspension is to be understood as a severe sanction**, reserved for use in severe circumstances and **only the Principal has the authority to make a decision to suspend a student**.

Where the period of suspension is 3 or more consecutive days or totals more than 5 days in a school year, the student will be provided with work that includes genuine learning activities (not busy work), designed to help the student as much as possible to keep up with class during the enforced absence, (this is not dependent upon the parent or student asking for work to be provided).

BULLYING

Bullying is behaviour that is designed to hurt, threaten, injure, embarrass, upset or frighten another person. It can be physical and/or verbal in nature and can include racial, religious and sexual harassment, rude gestures, intimidation and extortion.

Bullying is not tolerated at MSHS. Students are actively encouraged to report bullying. Reports of bullying need to be recorded by the Student Services Manager or Year Coordinator using 'Counter-bullying' within SEQTA or using a paper report completed by the student. There are two aspects for Student Services team to manage, firstly, getting the bullying behaviour to change and secondly, to support the victim/complainant to better handle such situations.

GOOD STANDING

Students at Manjimup Senior High School are deemed in **good standing** if they demonstrate acceptable behaviour and attendance, wear correct uniform and show application to their studies. The purpose of placing a student on **provisional standing** is to provide the student an opportunity to amend their conduct and return to **good standing**.

1. Students can be placed on **provisional standing** if one or more of the following situations occur:

- Behaviour is consistently poor or irresponsible, and does not respond to positive behaviour management strategies
 - Attendance is unacceptable (late to school or class, unexplained absentees, regular absences)
 - Commitment to learning is poor eg. failure to complete classwork and/or assessments
 - Failure to wear correct uniform
2. Students are not permitted to participate in extra-curricular activities whilst on **provisional standing**. This includes activities such as the School Ball, camps, socials, excursions and Country Week.
3. Students placed on **provisional standing** are required to make an appointment to see the Student Services Manager to plan their return to **good standing**. Students will be supported in their endeavours to return to **good standing**.
4. Parents will be notified in writing when a student is placed on **provisional standing**.
5. All students make choices about their behaviours, and are capable of making decisions that allow them to maintain **good standing**. However, if a student continues to breach good standing conditions or fails to adhere to their plan, their **provisional standing** will be continued.
6. If students make no attempt to regain **good standing** and/or continue with behaviours that keep them in **provisional standing**, they will be referred to the Good Standing Committee.
7. The Good Standing Committee:
- determines further action(s)
 - identifies and recommends appropriate Behaviour Management strategies which relate to the students' behaviour which must be implemented. This is written up as an Individual Behaviour Plan
 - examines the educational provision and reviews options
8. The committee will include:
- a convenor (usually the Student Services Manager)
 - the Year Co-ordinator
 - the student
 - the parent or care-giver (or nominated advocate)
 - co-opted members as appropriate such as members of the Student Services Team, agencies and advocates for the student or a community member who has not been involved with the case

WEAPONS IN SCHOOL

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff.

Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the *School Education Regulations 2000*.

BREACHES OF DISCIPLINE BY STUDENTS SUSPECTED OF BEING INTOXICATED

Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured.

Student intoxication on school site or at school off-site activities is unacceptable. Staff will be mindful that intoxication may make the student's behaviour volatile and unpredictable. Staff will take care not to provoke a response that places the student or staff at risk of injury. This is a serious breach and as such, will be managed by Student Services Manager, Deputy