

BEHAVIOUR MANAGEMENT

Expectations and Procedures



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RATIONALE

Our school vision is to *inspire students to be socially responsible and resilient community members who strive to be the best they can be.*

In order to achieve our vision, it is essential that students, teachers and support staff work in a safe, supportive and orderly environment that respects the following:

- All **students** have the **right to learn**.
- All **teachers** have the **right to teach**.
- All **support staff** have the **right to assist students and teachers**.
- All **parents** have the right to be an **integral part of their child's education**.
- **Everyone** has the right to be **physically, emotionally and socially safe**.

All members of the school community have a responsibility to contribute positively to such an environment.

RELATED POLICIES

These expectations support, and should be read in conjunction with, the Department of Education's [Student Behaviours in Public Schools Policy and Procedures](#), and [Duty of Care for Public School Students Policy and Procedures](#).

DEFINITIONS

Bullying	Is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Single instances of nastiness and mutual conflict are not bullying.
Bystander	A person who witnesses an action but is not involved in the action.
Code of Conduct	Describes the school community's expectations of student behaviour
Conflict	Involves a disagreement where one or both parties needs are not being met. It does not involve an abuse of power, even if parties do not have <i>perceived</i> equal power.
Cyberbullying	Bullying through information and communication technologies.
Dowerin Virtues	A set of behaviour expectations for all members of the school community aligned to the letters of DOWERIN.
Inappropriate behaviour	Any activity or interaction which is deemed to be unpleasant, disruptive, unsafe, antisocial, dangerous or destructive.
Restorative Practice. (Appendix 2)	The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationship harmed by their behaviour.

BELIEFS

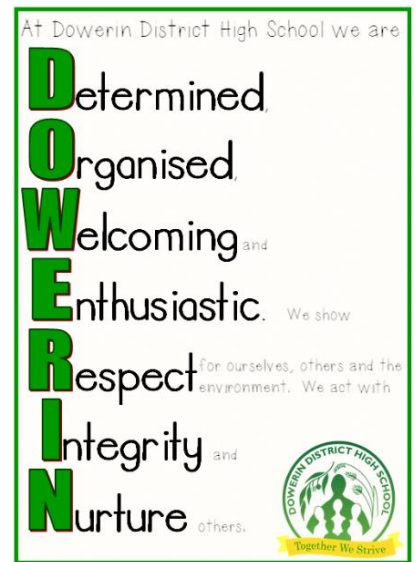
Dowerin District High School believes that:

- A high level of student engagement helps to minimise disruptive behaviours.
- Explicit teaching of the Dowerin Virtues and related behaviours supports students to understand behaviour expectations at the school.
- Classroom behaviour expectations should be clear to all students and on visual display.
- Positive student behaviour should be acknowledged and encouraged.
- Students learn from opportunities to engage in and explore a variety of self and peer regulated activities, including reasonable risk-taking activities which respect the rights of others.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- Children should accept responsibility for their own behaviour.
- It is important teachers and parents have, and model, high expectations for standards of behaviour.

SCHOOL CODE OF CONDUCT – THE DOWERIN VIRTUES

The Dowerin Virtues articulate the school’s code of conduct.

1. We are **determined** to do our best – socially and academically.
2. We are **organised**; we bring all required equipment to school and be prepared for each class.
3. We are **welcoming** to others, accepting gestures of friendship.
4. We are **enthusiastic** and show a positive mindset towards all learning and activities.
5. We show **respect** for ourselves, others and the environment, following all school expectations.
6. We demonstrate **integrity** by doing the right thing when no one is watching.
7. We **nurture** all members of the school community by being caring and helpful towards others.



To support the Dowerin Virtues:

Staff Agree To	The Principal and Deputy Principal Agree To
<ul style="list-style-type: none"> • Develop and maintain a positive classroom environment. • Model positive interactions with others. • Collaborate with students to develop clear classroom rules, monitoring processes and consequences. • Explicitly teach behaviours expectations • Consistently apply the school’s Behaviour Management Expectations and Procedures. • Ensure students are informed of: <ul style="list-style-type: none"> ○ Students Rights and Responsibilities ○ School Expectations ○ Playground Guidelines • Inform parents of extreme or persistent behaviour – both positive and negative. • Investigate concerns regarding behaviour fully. • Deal with breaches of behaviour in a confidential and restorative manner. • Enlist, as appropriate, the support of the Principal, Deputy Principal, parents, allied health services and SSEN: Behaviour to manage severe or ongoing negative behaviour. 	<ul style="list-style-type: none"> • Support staff to implement the school’s Behaviour Management Expectations and Procedures. • Ensure consistency with the implementation and maintenance of Behaviour Management Expectations and Procedures throughout the school. • Support staff to facilitate restorative practices. • Implement behaviour management strategies that are restorative in nature and provide confidentiality. • Support teachers to implement Individual Behaviour Management Plans (see Appendix 4) • Monitor data regarding student behaviour, including Student Activity Records and Daily Behaviour Record Sheets (See Appendix 3).

RIGHTS AND RESPONSIBILITIES

All members of the Dowerin District High School community have rights, and with that, come responsibilities. The following tables expand and articulate the rights outlined in the Rationale of this document.

STUDENTS have a RIGHT to:	STUDENTS have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Learn in a purposeful, supportive and well-resourced environment. • Learn and play in a safe, secure, friendly and well-maintained environment. • To be treated fairly and respected as an individual. • To be happy, enjoy school and form relationships. • Equal treatment regardless of status, race, gender or physical ability 	<ul style="list-style-type: none"> • Take responsibility for their own engagement with learning and adherence to behaviour expectations. • Engage in all activities to the best of their ability. • Keep the learning environment tidy, organised and safe. • Keep the play environment in good order by returning equipment to the appropriate place, placing food scraps and litter in the appropriate bins. • Ensure their behaviour does not disrupt the learning of others. • Be punctual to school, for classes and related commitments. • Be prepared for school, which includes bringing all equipment, completing set homework and returning notes and other documentation. • Demonstrate respect for self and others, including other students, all school staff and parents. • Demonstrate respect for the environment. • Demonstrate the Dowerin Virtues. • Engage in restorative practices when relationships are damaged. • Report any matters affecting the rights of others to a teacher, the Deputy Principal or Principal.

STAFF have a RIGHT to:	STAFF have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect and honesty by students, parents, community members and colleagues. • Teach in a safe, secure, friendly and clean environment. • Teach in a supportive and non-disruptive environment. • Cooperation, engagement and support from parents in matters related to their child's education. • Support from the school administration to carry out their duties. 	<ul style="list-style-type: none"> • Deliver an organised, engaging teaching and learning program which meets student needs. • Develop and display clear expectations of behaviour for their classrooms and communicate these to students and specialist and relief teachers, • Use visual displays to inform students of behaviour status. • Actively promote positive student behaviour. • Model respectful, courteous and honest behaviour and the Dowerin Virtues. • Treat students and parents with respect. • Ensure the learning environment is tidy, organised and safe. • Establish positive relationships with students, parents and colleagues. • Keep parents and administration informed of student progress and matters relating to student behaviour, academic achievement and well-being. • Record significant behaviours, as appropriate, on Good Standing Spreadsheet and / or Student Activity record (Integris). • Work with the Principal and Deputy Principal to, as required, implement and monitor Individual Behaviour Management Plans.

PARENTS have a RIGHT to:	PARENTS have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect and honesty by students and school staff. • Be confident their children are learning in a safe, secure, friendly and clean environment. • Be confident their children are being taught the expected curriculum in a supportive and non-disruptive environment. • Be informed about curriculum and their child's academic progress, and receive honest and fair feedback on a regular basis. • Be informed about behaviour management procedures, and decisions and incidences impacting their child's health and welfare. • Confidentiality in all matters. • Be involved in, and feel welcome to be part of, their child's education. 	<ul style="list-style-type: none"> • Demonstrate to their child they are interested in, and value, their child's education. • Ensure their child attends school punctually and regularly. • Ensure, to the best of their ability, that the physical and emotional condition of their child is appropriate for effective learning • Ensure their child has the correct materials to make effective use of the learning environment. • Support their child to complete homework. • Engage in positive and pro-active communication with the school by: <ul style="list-style-type: none"> ○ Contacting the school immediately should an issue or concern arise which impacts on their child. ○ Reading the school newsletter ○ Reading classroom newsletters ○ Accessing school information, policies and procedures as required from the school website or the school. ○ Return notes and complete surveys punctually • Treat staff with respect, courtesy and honesty. • Model the Dowerin Virtues. • Respect the privacy of all, including other parents, students and staff.

PLAYGROUND EXPECTATIONS AND PROCEDURES

Students are required to sit at the allocated benches to consume food at the start of both the recess and lunch breaks. Year 10 students with Good Standing are permitted to sit at the table on the library verandah.

Students will be released to play at the discretion of the duty staff member, which may be a teacher or education assistant. This is usually when the following has occurred:

- food is consumed (a minimum of 15 minutes at lunch time; release at 12.55pm),
- 3 staff members have reported for duty wearing fluoro vests.
- rubbish and/or food scraps are placed in the appropriate bin.
- the area is neat and free from unreasonable food scraps.

Students are encouraged to play cooperatively; self-regulating risk-taking behaviour and solving low-level playground conflicts without the assistance of the duty staff member. Students are encouraged to use the language of Protective Behaviours and the Dowerin Virtues as a reference. If they are unable to do this, they should ask for the support of the duty staff member to reach a solution.

DESIGNATED AREAS

- Early Childhood Playground Kindergarten to Year 2
- Musical Garden Kindergarten to Year 4
- Quadrangle and Oval Pre-primary to Year 10

Students from different ages are permitted to play together, provided the play is appropriate and safe for all involved.

Each class or form group has a selection of sporting equipment to use at break times. The process for allocating and returning this equipment is managed at a class/ form level. Equipment that is not returned to classes will be given to the Physical Education teacher who will determine when it will be returned to the class/form.

Duty staff wear a fluorescent vest so they are easily identified. They carry a 'duty file' which contains raffle tickets and documentation to record any relevant playground monitoring, behaviours or incidents. This documentation is monitored frequently by the Deputy Principal. Staff will do their best to make consistent judgements regarding playground behaviour.

Students displaying the Dowerin Virtues to a high level during break times may be awarded a raffle ticket. Students then place the raffle ticket, with their name on it, in the appropriate Faction Box. Factions are awarded one point for each raffle ticket in the box. Between one and three raffle tickets are drawn from the box at Friday Afternoon Assemblies and the students whose names are drawn receive a small incentive.

Breaches of playground expectations will be dealt with according to the ***Behaviour Management in the Playground*** flow chart which follows.

CLASSROOM EXPECTATIONS AND PROCEDURES

Each class/form teacher and their students will collaborate to determine guidelines for acceptable standards of behaviour in the classroom. These will reflect the *Dowerin Virtues* and be on display in the classroom.

Teaching staff will determine an appropriate visual display for the classroom to inform students of their behaviour status. Common primary school tools are 'traffic lights' and 'rainbows'. Teachers and other school staff will develop a positive classroom environment and focus on good behaviour (***Preservation Stage***). Behaviour breaches will be managed using low key responses as outlined in the *Classroom Management Skills (CMS) Program – (Notification and Isolation Stages)*. Should students continue with inappropriate behaviours, teachers will move to the ***Reflection Stage*** and, if necessary, engage the administration team for support (***Intervention Stage***). This is articulated in the ***Behaviour Management In the Classroom*** flow chart which follows.

Teachers will record significant behaviour breaches in the Student Activity section of Integris and/or, if appropriate, on the relevant Good Standing Spreadsheet (See Dowerin DHS Good Standing Policy -Appendix 5).



BEHAVIOUR MANAGEMENT IN THE PLAYGROUND



BEHAVIOUR MANAGEMENT IN THE CLASSROOM



PROMOTION AND ACKNOWLEDGEMENT OF POSITIVE BEHAVIOURS

Classroom

All teachers will:

- ensure students understand the Dowerin Virtues as the school code of conduct.
- explicitly teach and promote the Dowerin Virtues and Protective Behaviours as articulated in the Dowerin DHS Staff Induction and Handbook OneNote (DDHS SI and ON)
- develop a set of class expectations with their students which reflects the Code of Conduct and Dowerin Virtues. This will be communicated to parents and on display in classrooms.
- develop a system which acknowledges positive behaviour in their classroom. This will be clearly explained to the students and communicated to parents. It will most likely vary from class to class.
- encourage students to set class and personal goals related to behaviour.
- will communicate this system to specialist and relief teachers (Kindergarten to Year 6).
- collaborate to determine an appropriate reward system. This will be communicated to relief teachers. (Years 7-10)
- ensure the Dowerin Virtues are on display in the classroom and that students have an explicit understanding of each Virtue.

Playground

- Duty teachers will award raffle tickets to students displaying behaviour above and beyond what is normally expected, especially for behaviours related to the focus behaviour being explicitly taught at the time.
 - Students will write their name on the raffle ticket and place it in the Faction Box on the primary verandah.
 - Between one and three tickets will be drawn at Friday Afternoon Assemblies, with the student/s drawn being awarded a small incentive.
 - Each ticket awarded earns one faction point.
- Posters of the Dowerin Virtues will be on display outside classrooms.
- Class and form teachers will reinforce playground expectations and procedures.
- All duty teachers to employ agreed 'Conflict Resolution Strategies' – see Appendix 6.

Merit Certificates

- Each Friday Afternoon Assembly, staff are encouraged to award one or two merit certificates acknowledging positive behaviours and academic achievements.
- At each major assembly, selected students will be presented with either and/or
 - a Certificate of Acknowledgement for consistently displaying focus Dowerin Virtues.
 - A Merit Certificate – for significant achievements and improvements since the last assembly.

Stirrest Cup

- Faction points are awarded towards the Stirrest Cup for a variety of academic and non-academic competitions, sporting activities (including carnivals), talent quests, positive behaviours, Virtue and Merit Certificates. Each behaviour raffle ticket earns faction points towards the Stirrest Cup.

BEHAVIOUR BREACHES

Breaches of the Dowerin Virtues will be dealt with according to the ***Behaviour Management Flow Charts***.

Serious Breaches of the Dowerin Virtues that adversely affect, or threaten, the safety of another person in the school will be treated with the upmost importance and managed on a case-by-case basis.

When a serious breach occurs, students will be sent to the Deputy Principal or Principal. The staff member must immediately contact the office by telephone to inform the office of the expected arrival and the reason. Office staff will inform the Deputy Principal (or Principal if the Deputy Principal is not available).

Behaviours considered a serious breach of the Dowerin DHS Virtues:

1. Physical assault or intimidation of staff and/or students
2. Verbal abuse or harassment of staff and/or students. This includes behaviours such as high-level verbal abuse, stalking, sexual harassment, sexual innuendo and manipulation.
3. Wilful offence against property. This includes intent to deface or cause damage to property and theft.
4. Substance misuse; incidents involving substances that threaten the good order and proper management of the school. This includes legal substances (cigarettes, alcohol, medicines) and those deemed illegal under the Criminal Code such as vapes and illicit drugs.
5. Repetitive violation of Dowerin Virtues. Repetitive behaviours involving an individual displaying reluctance to improve overall behaviour.
6. Other behaviours not included in the above categories deemed, by the Principal or Deputy Principal, to be a serious breach of the Dowerin Virtues.

BULLYING

Bullying is described as ***repeated*** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying behaviour can be:

- **Verbal** e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- **Physical** e.g., hitting, punching, kicking, scratching, tripping, spitting.
- **Social** e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- **Psychological** e.g., spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Cyberbullying is engaging in bullying through information and communication technologies. When this occurs outside of school (such as on social media and messaging platforms), parents will be encouraged to report the matter to police and/or the internet provider.

Single instances of nastiness and mutual conflict **are not** bullying.

Dowerin District High School has a **zero tolerance** towards bullying.

All members of the school community share responsibility for, and contribute to, the prevention of bullying behaviour. This is achieved by:

- Modelling and promoting appropriate behaviour and respectful relationships.
- Supporting students to become responsible citizens and to develop responsible on-line behaviour.
- Reporting **all instances** of bullying **immediately** to the classroom teacher, Deputy Principal or Principal.
- Promoting and modelling the responsibilities of a bystander.
- Working collaboratively with the school to resolve any instances of bullying if they do occur.

Bystanders are people who are aware of or witness, but are not involved in, an act of bullying. Bystanders who witness bullying are expected to:

- Discourage the bully in an appropriate way.
- Support the person being bullied.
- Report the bullying, or support the victim to report the bullying, to an adult at the school at the earliest opportunity.

Bystanders who choose not to take action against bullying behaviour will be in serious breach of the school Code of Conduct.

APPENDIX 1

The DOWERIN VIRTUES in Practice.

The following pointers describe some ways students may put the Dowerin Virtues into practice at school.

We show Determination.

- We adopt a positive mindset; approaching tasks in a positive way, including using positive body language.
- We persist when tasks and activities are hard.
- We use growth mindset language.

We are Organised.

- We come to school prepared for the day; bringing equipment needed for special subjects and events.
- We make sure our equipment and books are stored in an orderly way and in the correct space in the classroom.
- We get the correct equipment ready for each class and arrive at class punctually.
- We hand in notes and return library books on time.
- We follow expected classroom routines.
- We name our equipment and clothing.

We are Welcoming.

- We greet everyone at the start of the day, using their names.
- We share equipment in a friendly manner.
- We invite others to sit with us and to join in games and activities.
- We show tolerance towards others.

We show Enthusiasm.

- We take an active interest in all learning.
- We show a growth mindset to all activities and use positive verbal and body language.
- We support the learning of others by encouraging them to persist and achieve their best.

We show Respect for ourselves, others and the environment.

- We use our manners at all times;
 - Address people using their names.
 - Use please and thank you.
 - Knock before entering a room.
 - Wait until people have finished speaking before interrupting.
 - Remove your hat when you are inside a building.
 - Walk around, not between, people who are talking to each other.
- We use formal language in the school environment.
- We follow instructions from school staff.
- We take care of school property and only use it for the purpose it was intended for.
- We only use equipment and material we have permission to use.
- We ask permission before touching or borrowing anyone else's possessions.
- We return equipment we have used to its appropriate place.
- We walk quietly and sensibly around the school when others are working.
- We play sensibly and safely.
- We resolve conflicts in an appropriate way.
- We keep our grounds and buildings neat and tidy.
- We put litter in the bin and chook scraps in the chook bucket.

We show Integrity.

- We follow all school expectations, even when no one is looking.
- We only use technology (including accessing websites) we are permitted to.

We Nurture others.

- We help people if they are hurt.
- We act as a responsible bystander if bullying occurs.
- We help people if they are not sure what to do or are lost.
- We approach people to check on their wellbeing if they appear sad.

Examples of DOWERIN VIRTUES at different times of the day:

BEFORE SCHOOL

- We arrive after 8.30am (unless we are attending Breakfast Club at 8.00am). (O)
- We hand any electronic equipment in to the front office as soon as we arrive.(I)
- We (primary students) store our bags on the hooks provided outside classrooms and take all equipment required for the day inside. (RO)
- We (secondary students) store all materials in our lockers or school bags and school bags are stowed under benches. (RO)
- We complete the pre-school routine expected in our classrooms. (O)
- When we are prepared for the day, we chat to our friends or play in the quadrangle. (OWERIN)
- We line up outside the class in an orderly manner when the bell sounds. (OWERIN)

DURING CLASS TME

- We follow the direction of the teachers and other school staff. (R)
- We approach all lessons with a positive mindset (DOERI)
- We move around the school in a quiet and orderly manner. (RI)
- We let others learn to the best of their ability. (ORI)

AT BREAK TIMES

- We eat recess and lunch at the tables in the quadrangle. (RI)
- We use good table manners. (RI)
- We make room for others to share our table (WN)
- We only eat our own food. (RIN)
- We place all litter in the bin and food scraps in the chook bucket. (RI)
- We ask permission from the duty teacher when we wish to the leave the table. (R)
- We only play in designated play areas. (RI)
- We report any concerns to the duty teacher. (IN)
- We seek permission from the duty teacher if we need to enter a classroom. (RI)
- We respect the safety and wellbeing of others when we play. (WRIN)
- When the 'two-minute warning' is given, we go to the toilet and get a drink if we need to. (RI)
- We present to class and line up in a quiet and orderly manner before the 'music' stops. (RI)

AFTER SCHOOL

- We (secondary students) lock our locker. (O)
- We collect our bag and any other belongings. (ORI)
- We collect any electronic equipment left in the front office (O)
- If we are a bus student, we
 - report quickly to the allocated bench and sit down. (ORI)
 - Wait quietly to be checked off the bus checklist. (RI)
 - be aware and report to the duty teacher if any expected bus students are not at the benches. (N)
- If we are not bus students, we
 - leave the school promptly and in an orderly manner. (ORIN)
 - show courtesy to adults and children who are on or near the school site (RIN).

RESTORATIVE PRACTICE

The Traditional Approach to School Discipline

The traditional approach to school discipline asks three questions in response to wrongdoing:

- What happened?
- Who's at blame?
- What do they deserve?

The traditional approach however leaves those who have been most affected by the wrongful behaviour without a voice, and without their needs being addressed as part of the 'solution'. It does not effectively challenge the wrongdoer to be accountable to those they have harmed.

The Restorative Approach to School Discipline

The Restorative approach starts with a different set of questions:

Restorative Questions: When things go wrong...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?



Restorative Questions: When someone has been hurt...

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

In this approach to dealing with wrongdoings, the focus is on the harm that has been done and the obligations this brings on the part of those responsible to 'right the wrong' as much as possible. It is an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behaviour has caused to others so that they can best try to make amends to those most affected. In this way, it's an educative approach.

It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what needs to happen in order to move forward.

Put simply, Restorative Practice is a way of viewing relationship-building as a means to address behaviour management in schools. It works to strengthen community among students and between students, teachers and parents, through educative processes.


In the Restorative Practice Philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the wrongdoer to be truly accountable for their behaviour and to repair any harm caused to others.



It is important to note that, with the focus on relationship building, any punitive consequences issued as a result of a student's behaviour are confidential and rarely communicated to other parties involved in the conflict.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

When student behaviour is severe, including repetitive violations of the Dowerin Virtues, an Individual Behaviour Management Plan may be put in place. This is developed collaboratively with the student, parent and relevant staff member/s.



Individual Behaviour Management Plan for

STUDENT NAME

Overwrite blue text with relevant information and detail.

Prepared by Names of student / staff / parent present when developing the plan. **On:** Date

Behaviours (list in rank order)

Problem Behaviour/s <ul style="list-style-type: none"> List each problem behaviour separately 	Related Target Behaviour/s <ul style="list-style-type: none"> Against each problem behaviour articulate target behaviour.
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Define Initial Target Behaviour/s

- Select no more than two target behaviours from the above list to become the first focus. If a Daily Behaviour Record Sheet is used, this is the Target Behaviour on the Plan.

Strategies - actions to help achieve Target Behaviour

STUDENT <ul style="list-style-type: none"> List actions the student must take to help achieve target behaviour. 	ADULTS <ul style="list-style-type: none"> What can adults do to support the student to achieve target behaviour? This may include the development of a daily monitoring sheet.
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Consequences

Positive Consequences

- List any incentives the student can identify as helpful / rewarding when they are demonstrating target behaviours

Negative Consequences

- Determine consequences if negative behaviours (related to the target behaviour) persist.

Severe Consequences Due to Inappropriate Behaviour

- This is determined by the Deputy or Principal as a result of significant poor behaviour choices.

Actions Required to Rebuild Relationships

- List actions the student can take to repair relationships with those who have been affected by student behaviour.

Review Date/Time: Usually ~ 2 weeks Parents are strongly encouraged to attend this meeting.

Planned Review Actions

- May include review of Daily Behaviour Record Sheets
- May decide to review / adjust target behaviour

Signed _____

Name: _____

Student

Parent

Teacher/Administrator


If parent is not present,

Documentation

- the plan must be discussed with the parent/guardian on the telephone.
 - a copy of the plan sent home to be signed and returned to school.
 - a second copy also sent home for the parent to retain.
- The Individual Behaviour Plan must be saved in the student's electronic and paper file and noted in the Student Activity Record on Integris.
 - The Review Meeting must be documented (Record of Contact), saved in the student's electronic and paper file and noted in the Student Activity Record on Integris.

DAILY MONITORING OF BEHAVIOUR

To support students to monitor and change their behaviours, a Daily Monitoring Sheet may be employed. This assists the student, parents and staff to reflect on student behaviour and identify possible triggers for poor behaviour choices. It also identifies positive behaviours which can be acknowledged and reinforced. This sheet may be modified to suit the needs of each student.



DAILY BEHAVIOUR MONITORING RECORD for

Year _____

Form / Class Teacher: _____

Date: _____

GOALS

- To use only appropriate gestures whilst at school. This includes treating teachers with respect by not being silly behind their back or while they are not looking.
- Tell the truth at all times

INSTRUCTIONS

<p>The student is responsible for</p> <ul style="list-style-type: none"> giving each teacher the monitoring sheet at the start of the lesson. Collecting the monitoring sheet at the end of each lesson after the teacher has completed the assessment Taking the assessment home, showing the parent/guardian and returning it to Miss Fowler the next day 	<p>The teacher is responsible for</p> <ul style="list-style-type: none"> Completing the assessment prior to the student leaving the lesson. 	<p>The parent / guardian is responsible for:</p> <ul style="list-style-type: none"> Reviewing the daily record Discussing the record with their child Making a comment and signing the record Supporting the student to follow his responsibilities.
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Rating

Excellent = 5

Good = 4

Satisfactory = 3

Poor = 2

Unsatisfactory = 1

PERIOD	SUBJECT	TEACHER RATING	TEACHER COMMENT	SIGNATURE
1				
2				
3				
4				
5				
6				
		Total:		

PARENT / GUARDIAN COMMENT and SIGNATURE

GOOD STANDING POLICY



PURPOSE

The Good Standing Policy provides a link between the Dowerin Virtues and the school's behaviour expectations. It forms part of the Behaviour Management Expectations and Procedures and provides a clear platform where consistent positive student behaviour is recognised and rewarded.

This policy applies to all students in Years 1 to 10.

HOW DOES IT WORK?

All students will be awarded Good Standing at the start of each term. If students have a total of 5 'Good Standing' breaches or 3 'Good Standing' breaches for the same expectation over a two-week period, Good Standing will be lost.

For example

Student Behaviour Breaches Over a Two Week Period	Action
<ul style="list-style-type: none"> Using informal language twice Wearing football shorts Being late to class Forgetting to bring diary to a MESH subject 	Loss of Good Standing for a two-week period as 5 behaviour breaches have accumulated. Good standing is reinstated when student's cumulative Good Standing points are less than 5 in a two week period.
<ul style="list-style-type: none"> Being late to English, Maths and HASS 	Loss of Good Standing for a two-week period as there have been 3 breaches for the same behaviour. Good standing is reinstated when student's cumulative Good Standing points are less than 5 in a two week period.
<ul style="list-style-type: none"> Wearing a non-uniform jumper Being late to Maths Forgetting to bring diary to a MESH subject Use of informal language 	No loss of Good Standing as only 4 breaches have occurred.

When students have Good Standing, they are eligible to participate in the full range of activities provided by the school. These may include off-site excursions, sporting activities, artistic performances, visiting speakers, and access to additional lunchtime or after school activities.

Students who lose their Good Standing will have limited or no access to some opportunities. When not offered these opportunities, students without Good Standing will complete an alternative work package aligned with the curriculum covered at the activity they miss.

Students will have their Good Standing reinstated after 2 weeks, provided they do not have 3 behaviour breaches for the same expectation or 5 behaviour breaches in total during that time. Parent/care givers will be notified when a child loses their Good Standing.

The principal has the right to exercise discretion in matters of Good Standing. Students who have lost their Good Standing more than three or more times in a school year will only be invited to Reward Events at the discretion of the Principal.

COMMUNICATION OF GOOD STANDING BREACHES

- Teachers record the name and breach on the appropriate Teams chat.
- The School Officer transfers these breaches to a spreadsheet.
- The School Officer and Deputy Principal monitor the spreadsheet.
- The Deputy Principal notifies the student, parent, and staff when a student has lost 4 Good Standing Points and again if Good Standing is lost.

TO MAINTAIN GOOD STANDING STUDENTS MUST:

- Consistently demonstrate the Dowerin Virtues.
- Comply with the DDHS Student Behaviour Expectations and Procedures.
- Comply with the DDHS Dress Code.

The following table outlines possible infringements and the impact on a child's Good Standing. Teachers are expected to employ appropriate classroom management strategies to complement Good Standing processes.

Infringement	Good Standing Impact
Dress Code Infringement	1 point loss for Uniform Policy breach unless notified by parent of reason for breach
Punctuality and Preparation for Class	1 point loss for not being prepared for class and/or being late for class.
Attendance	Immediate loss of Good Standing for unexplained absences that are more than 7 days after the absence (at discretion of principal). Staff will follow up with the parent prior to this action being taken. Once absences are explained Good Standing is immediately reinstated.
Formal Language	1 point loss for using informal language.
Unacceptable Behaviour	Referral to administration for negative behaviour – loss of points at the discretion of the Admin Team
	Three referrals to administration for negative behaviours within a 2 week period - loss of Good Standing
	Playground behaviour breaches – loss of 1 point.
	Suspension – immediate loss of Good Standing for 15 school days . Good Standing is reinstated after 15 days, provided the student does not have more than 5 behaviour breaches in any two-week period. The student will be on a Behaviour Plan until Good Standing is reinstated.

REWARDS FOR RETAINING GOOD STANDING:

Students who do not lose Good Standing points or Good Standing may be rewarded in a variety of ways:

- Being eligible for the Good Standing reward spin at each Friday afternoon assembly
- Incidental reward activities for students who have Good Standing *at the time*.
- Significant reward activities for students *who have not lost* Good Standing.

CONFLICT RESOLUTION PROCESS

Where a conflict arises, either in the classroom or the playground, it is important that all staff members at Dowerin DHS are consistent in following these steps:

1. Ask the student “Are you dobbing or telling?” If they are unsure, explain the difference. **“When you are telling, it is because someone is being unsafe or you feel unsafe”**. Get the student to consider this before moving on. **If the student who is reporting to you is not the student directly involved tell them that, as a good bystander, they should check in with the student who they feel is the victim to see if they are okay and direct the “victim” to report to the teacher. The ‘reporter’ may accompany and support the victim.**
2. Ask the student “How is it making you feel?” or “Do you feel unsafe?”
3. If the student states that they do, ask them “In what way do you feel unsafe?”
4. Once the student has stated that there is a problem, ask them “What can you do about it?” and guide them through one of the following strategies (at the teacher’s discretion as appropriate to the age of the students, the situation and time constraints).

STRATEGY 1

Remind student of **Protective Behaviours language** for conflicts involving light physical contact or for verbal teasing. “Stop. I don’t like it when you... It makes me feel...”.

STRATEGY 2

Use the **COSIC Problem Solving Framework** to get the student to reflect on the problem they are having and to get them to develop sensible strategies to handle it.

- **Clarify** the problem.
- Look at different **options** about what could be done.
- Work together to develop a solution (**solve**).
- **Check** the steps (what is going to be done).
- Student **communicates** with the other party involved. Student reports back to duty staff about the success of the resolution.

STRATEGY 3

Three-way conversation (based on Restorative Practices) between teacher, perceived victim and perceived perpetrator.

- Where possible, talk individually with each student before talking with both together. Have each child respond to the following questions while the other child listens.
 - What happened? (Get the child to be specific in their descriptions of actions)
 - How did it make you feel?
 - How did you respond?
 - How do you think they felt?
 - What would you like them to do instead?

