

Leeming Senior High School

Positive Student Behaviour
Policy 2019



LEEMING SHS

HARMONY ~ EXCELLENCE

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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 11 August 2016). 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 responsibility, 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

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
- Student Services Managers
 - Manager in charge of Year 7-9
 - Manager in charge of Years 10-12
- 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 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.

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 other in doing the same

Respect student, staff and school property

Ensure that their actions do not discredit the school