



Department of  
Education



# POSITIVE BEHAVIOUR SUPPORT PLAN

2020

# CODE OF CONDUCT

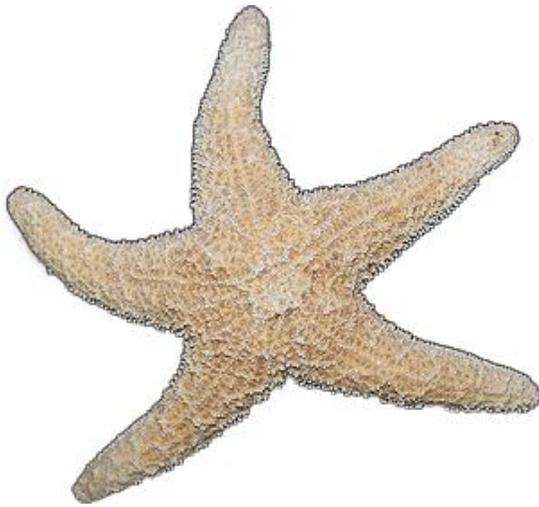
At Clarkson Community High School we show **CARE**:

**C**ooperation  
**A**nd  
**R**espect for  
**E**veryone

At Clarkson Community High School we believe that EVERYONE has potential. This can be summoned by us purposefully demonstrating TRUST, OPTIMISM, RESPECT and CARE

*Everyone to Care*

# OUR VALUES: INVITATIONAL EDUCATION



Invitational Education provides a guiding theory to create a truly welcoming and successful school. Human potential can best be realized by **places, policies, processes, and programs** specifically designed to invite development, and by **people** who are intentionally inviting with themselves and others. These five **Ps** provide a framework to collaboratively address, evaluate, modify, and sustain a positive total school environment.

Invitational Education provides students with the environment to see themselves as able, valuable, responsible and to behave accordingly. There is an implicit and explicit trust that students are capable of overcoming obstacles and accomplishing positive goals if they are provided with support and invited to do so. Students become more engaged and responsive in this situation. Good self-concept and engagement are developed through the memory of inviting acts which are accepted and successfully acted upon.

Our aims are:

- To promote, build and enhance positive relationships among all members of the school community.
- To educate students towards self-directed positive behaviour.
- To enable students to develop empathy and be accountable for the harm caused to other people by any inappropriate behaviour.

Our approach to student behaviour is *educative*. The aims of our behaviour management philosophy, systems and practice are for students to learn to take responsibility for their actions, to develop empathy for others and seek to make situations fair and just for everyone involved in the situation.

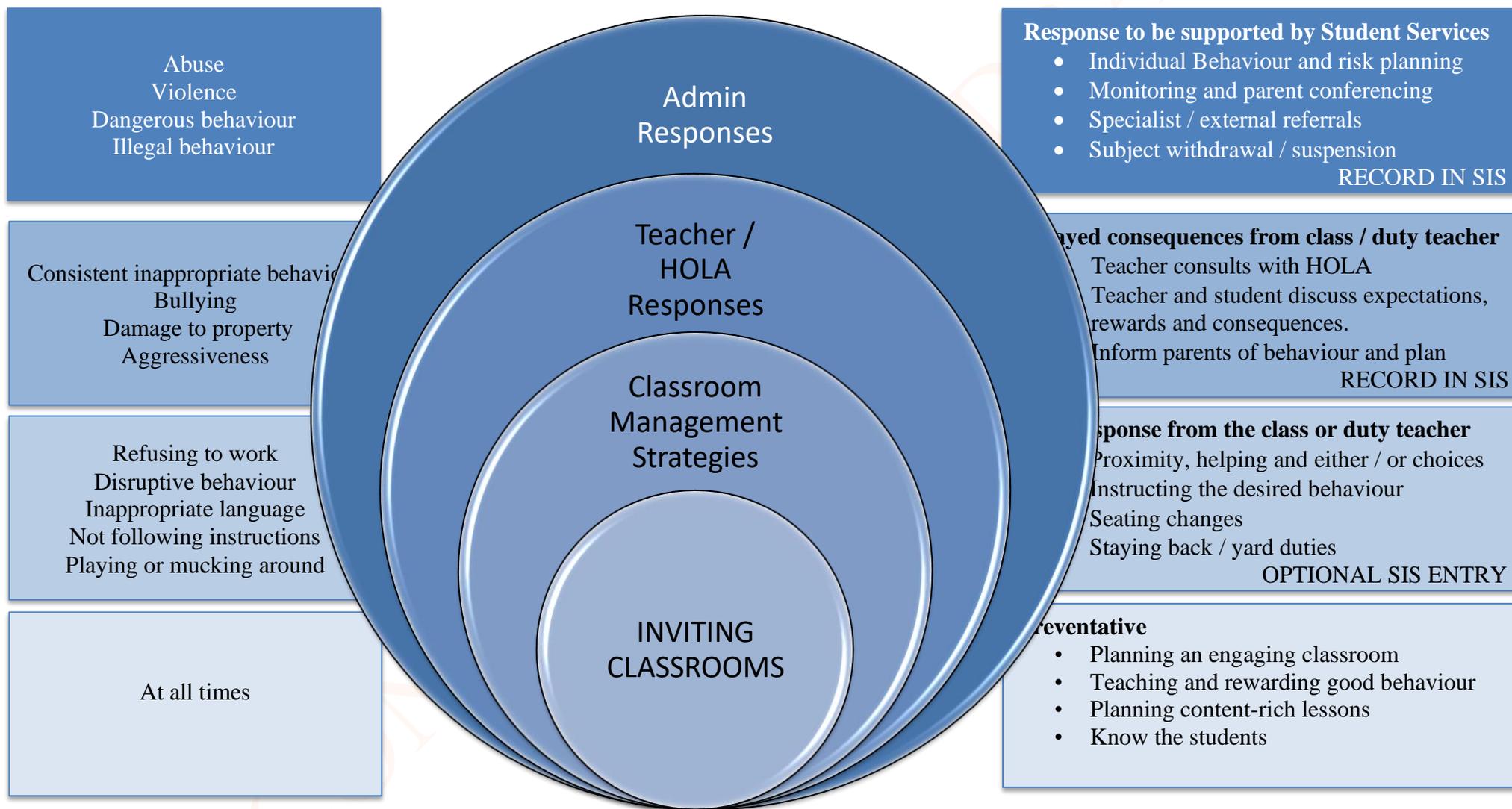
We believe that people are happiest and positive change is more likely to occur when people work WITH each other, rather do things TO or FOR each other.

A cooperative approach based on **fair process** is the most effective way of building relationships, developing empathy and improving behaviour. Fair process involves three principles: **engagement** (an opportunity to have a say); **explanation** (so the reasons for the decision are understood); and **clear expectations** (shared understandings of what is expected in terms of behaviour). Fair process builds trust, respect and cooperation, enhances learning and the development of social skills and helps to build stronger relationships. To assist fair process we provide high levels of support and care for individuals.

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# BEHAVIOUR SUPPORT OVERVIEW

These are the steps Clarkson Community High School staff will follow to prevent and manage inappropriate behaviour as well as teach more appropriate behaviours.



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# BULLYING

Bullying is an offence that can cause serious mental and physical harm and can prevent children from achieving their potential at school. Clarkson Community High School will take action to prevent and repair the harm from any bullying that is reported or observed.

Bullying may be viewed as the result of a person's need for power and control, matched with their inability to meet this need in a constructive way. A person who bullies feels in control (safe) when they 'successfully' use insults, intimidation or aggression. This person may often believe their victim deserves what happens to them. A response that relies only on catching and punishing students who bully may simply lead them to think of a different place or a different way to manipulate or intimidate. The punishment may also fuel the student's need for getting back control. This is why a school's response to bullying must be so much more than punishing individuals caught in the act:

1. Preventative education either to a group or individual level:
  - The role of bystanders in making a bully's comments ineffective (detailed in the school diary).
  - Personal security, both physical and in the online world.
  - Ensuring students know how to get help and breaking down the perception that nothing will change.
2. Immediate responses. The school has a process for documenting and assessing the effectiveness of our responses to bullying. The response will be tailored to the needs of each incident and will only resort to punitive actions when it is clearly too late to repair or rebuild. Examples of responses may include:
  - Creating monitoring plans with the student's teachers.
  - Educating students and onlookers about the impact of bullying.
  - Assisting restorative meetings or mediation to occur between the students.
  - Discussing the details of the bullying behaviour with the accused student and their parents.
  - Detentions / suspensions.
3. Follow up responses
  - Helping the student to form the belief that they are not cool by hurting weaker people.
  - Identifying and assisting with personal issues present in students who bully.
  - Working with recipients of bullying on personal confidence (bullies do choose easy targets).
  - Working with recipients of bullying on resilience (a bully's actions will have less impact).

In addition to a student's teacher, the following people can be contacted by either students or parents to discuss issues related to bullying:

- Head Of Learning Area
- School Psychologist
- Chaplain
- Deputy Principal

# CARE CLASS & POSITIVE PSYCHOLOGY

Each Monday, Tuesday, Thursday and Friday morning, our students begin the day in their CARE class. This teacher has a very important pastoral care role. CARE teachers monitor and support regular student attendance and uniform compliance. This teacher is a first point of contact for parents.

Hattie's research shows the powerful influence of student self-assessment on achievement. In CARE class, students will have access to resources released to CARE teachers by Deputy Principals every week. Activities include:

- Resources based on Positive Psychology, such as "Brain Breaks"
- Weekly CARE quizzes, which promote teamwork and cooperation, as well as providing a forum to use general knowledge
- Celebrating birthdays



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# EXPECTED SCHOOL-WIDE BEHAVIOURS

CARE	All locations	Moving during class time	Near and on buses	At assemblies	In the canteen area	On the oval and in the yard	In the classroom	Staff
<b>I WILL:</b>	<p>Only leave school grounds with written permission</p> <p>Observe the school drug policy</p> <p>Park motor vehicles off school grounds</p>	<p>Walk in corridors and undercover areas</p>	<p>Line up in an orderly manner</p> <p>Allow younger students and members of the public on first if they are in front of me</p> <p>Make room for others</p>	<p>Only move into the assembly safely when instructed</p>	<p>Wait patiently</p> <p>Move around canteen in a safe and orderly manner</p> <p>Move out of the area when I have my food so that others are able to order</p>	<p>Walk bikes and scooters when on the school grounds</p> <p>Ensure that ball sports are only played in the designated areas</p> <p>Tell a staff member if I feel unsafe or concerned for others</p> <p>Move away if there is a fight and tell a staff member</p>	<p>Remember we are an asthma friendly school and use roll-on deodorant instead of aerosols</p> <p>Only move around classroom safely when instructed</p> <p>Keep hands and objects to myself</p>	<p>Smile and greet my colleagues and students</p> <p>Keep shared environments tidy and neat</p> <p>Consider the health and well being of my colleagues</p>

COOPERATE	All locations	Moving during class time	Near and on buses	At assemblies	In the canteen area	On the oval and in the yard	In the classroom	Staff
<p><b>I WILL:</b></p>	<p>Follow staff instructions</p> <p>Treat other people as I would like to be treated</p> <p>Observe the school dress policy</p>	<p>Always have my diary signed before leaving class</p>	<p>Listen to the duty teachers and the bus driver</p>	<p>Line up in an orderly manner before entering an assembly</p> <p>Listen attentively and follow teacher instructions</p> <p>Sit with my Care group</p>	<p>Line up in a polite, orderly manner</p> <p>Listen to and follow instructions from teachers and canteen staff</p>	<p>Stay in the designated areas</p> <p>Allow students in other year groups to play in designated areas</p>	<p>Use my laptop as directed by my teacher</p> <p>Keep my mobile phone switched off and out of sight</p> <p>Remember that classrooms are food-free zones unless otherwise specified by the teacher</p>	<p>Collaborate to improve student outcomes</p> <p>Give students an opportunity to have a say</p> <p>Work with other people to solve problems and resolve conflict</p>

RESPECT	All locations	Moving during class time	Near and on buses	At assemblies	In the canteen area	On the oval and in the yard	In the classroom	Staff
<b>I WILL:</b>	<p>Keep the school clean and tidy, leave chewing gum at home</p> <p>Speak at school without swearing and shouting</p> <p>Ask before using something belonging to another person</p> <p>Only record or take photos of people when I have their permission</p>	<p>Accept my teacher's decision</p> <p>Move quietly and quickly</p>	<p>Consider the neighbours when waiting for the bus or leaving the school grounds</p> <p>Greet the driver</p> <p>Use appropriate work place language</p>	<p>Remove hats when entering assemblies</p> <p>Sit quietly and listen to people when they are speaking</p> <p>Stand quietly and then join in the singing of The National Anthem</p> <p>Clap to acknowledge other people's success</p>	<p>Use appropriate language</p> <p>Smile and be polite to canteen staff and say "please" and "thankyou"</p> <p>Keep canteen area tidy</p>	<p>Put my rubbish in the bin</p> <p>Be thoughtful about language that I use in front of other cultures</p> <p>Contribute to a healthy school by not spitting</p>	<p>Try to the best of my ability</p> <p>Listen to teacher instructions</p> <p>Listen to other students who share information with the class or who ask the teacher questions</p> <p>Remove hats in class</p> <p>Only use laptop as instructed</p> <p>Keep my mobile phone turned off and in my bag unless given permission by teacher</p>	<p>Seek and listen to advice and feedback</p> <p>Be courteous to colleagues and students</p> <p>Be respectful of the diverse needs of our students</p>

# BEHAVIOUR REWARDS

Reward Title	Description	How do students access Reward
<b>Merit Nomination</b>	Given to a student by any Staff member.	For any positive behaviour (care, cooperation and respect)
<b>Canteen Voucher and Shop</b>	Allows the student to obtain a \$4 canteen voucher or save the Merits to redeem for school shop items.	Given to a student by coordinator of student services when Student Submits five Merit Nominations. Also recorded in SIS.
<b>Reward lunch</b>	Reward for appropriate behaviour and participation in school. Reward lunch to be held at least each term and to be based on data from that term only.	Good standing. Appropriate uniform.
<b>Year Group Activities</b>	Year groups will have activities for students with Good Standing. The school will meet transport costs, while the student will pay for the activity. Activities include Darklight, visits to movies, dinners etc.	Students must have Good Standing at the time of invitations and activity.



# EXCELLENCE REWARDS

Reward Title	Description	How do students access Reward
<b>Learning Area Excellence Award</b>	Acknowledgement of outstanding achievement in a learning area for students in years 8-10.	Highest achieving student in a Learning Area (must be greater than 60% achievement).
<b>Course Excellence Award</b>	Acknowledgement of outstanding achievement in Year 11 or 12 course of study	Highest achieving student in a course of study (must be greater than 60% achievement)
<b>Certificate of Excellence</b>	Acknowledgement of outstanding academic achievements across all learning areas.	Minimum of 60% 'A' grades on a report and all other grades must be 'B' or 'C' level or high achievement in Certificate courses.
<b>Principal's Morning Tea</b>	A special morning tea hosted by the Principal in the school staff room.	Good standing. Most merit nominations for each year group. Certificate of Excellence recipients.



# GOOD STANDING POLICY

The Good Standing policy aims are to assist students to take responsibility for their actions and to encourage students to do well in all areas of their schooling. Each student is encouraged to maintain a consistent focus on their intended educational outcomes and to take personal responsibility for following school requirements to achieve success. It is intended that all students will at all times maintain Good Standing.

## REQUIREMENTS FOR STUDENTS TO MAINTAIN GOOD STANDING:

	Good Standing requires:	Loss of Good Standing will occur if within a five week period
Maintaining academic progress	<ul style="list-style-type: none"> <li>• Completion of class work, assessments and homework to the best of your ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Three or more Letters of Concern/Parent Contact received in regards to completion of homework and/or assessments.</li> </ul>
Acceptable behaviour	<ul style="list-style-type: none"> <li>• Behaviour within the school code of conduct.</li> <li>• Working cooperatively with students and teachers.</li> <li>• Being considerate and courteous.</li> <li>• Accepting responsibility for your actions.</li> <li>• Respecting resources and property belonging to the school and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Three or more negative behaviour reports from staff recorded on SIS.</li> <li>• Suspension or class withdrawal.</li> </ul>
Acceptable standards of dress	<ul style="list-style-type: none"> <li>• Dressing to meet the standard described in the Clarkson CHS dress code.</li> </ul>	<ul style="list-style-type: none"> <li>• Three or more Letters of Concern /Parent Contact received in regards to school dress.</li> </ul>
Attendance and punctuality	<ul style="list-style-type: none"> <li>• At or above 90% attendance at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Three detentions received for late arrival at class.</li> <li>• Truancy on two or more occasions.</li> <li>• Less than 90% attendance</li> </ul>

## **LOSS OF GOOD STANDING:**

The consequences of loss of Good Standing are:

- Loss of privileges to participate in any reward incursions/excursions and similar for a period of time.
- Parent contact to discuss behaviour and the student will be involved in a behaviour management plan.
- Further consequences will apply for repeated offences.

To reinstate Good Standing students will:

- Demonstrate a significant improvement in the area of concern over a period of time.
- Meet with the relevant Deputy Principal to negotiate reinstatement of Good Standing.



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