

Davidson High School

Responsible Behaviour Policy

Rationale

Davidson is an inclusive community school, committed to fostering strong, trusting and positive connections between students, staff and parents. Our aim is to develop confident, independent and resilient young people who are equipped with the necessary skills to thrive in all aspects of their life. We believe a collaborative approach to learning in the classroom will support and develop a range of skills for learning and inspire students to strive for excellence. Our staff reflect upon their practice and build their capacity to deliver quality teaching that grows student achievement.



Our Values

Courage, Confidence and Compassion

Courage

We believe that each and every one of our students has the ability to achieve personal excellence within the framework of support provided at Davidson High School. Our students are courageous in seeking answers to questions that may at first appear difficult. They are not afraid to experiment and draw upon tools and strategies that will enable them to shine. We hope to empower our students to display integrity in the way they interact with all people. Our aim is that they leave school with the courage to be themselves and seek out opportunities that will challenge and fulfil them.

Confidence

We aspire for all students to demonstrate confidence in their schooling and beyond. We hope for students to develop a sense of accountability for the actions they undertake. Our students approach situations with zest and an open mind, a willingness to take on new challenges, accepting failure and learning from these mistakes. We aim for students to develop leadership skills and contribute to the positive culture within our school. The pride with which we wear our uniform and how we conduct ourselves reflects the high value we place on being a member of the community at Davidson High School.

Compassion

Positive Education underpins our Responsible Behaviour Policy and everyday school life. Students aim to be honest and fair, keeping kindness at the forefront of all interactions with others. Our ability to demonstrate compassion to others in our school community and beyond means we are able to see the world from different perspectives, and forgive readily. Our students demonstrate gratitude and mindfulness building positive relationships, mental wellbeing and resilience, while keeping kindness at the forefront of all interactions with others.

Our Goal

At Davidson High School, we use Positive Education as our framework with a focus on restorative principles and practices. Positive relationships and respect between teachers and students are essential in creating a productive and harmonious learning environment. We believe that through the fostering of self-regulation inherent within the character strengths of Positive Education, students are provided with the tools to moderate their own behaviour and aspire to high expectations. We believe that all students have the potential to achieve and to moderate their own behaviour, and we will guide them in this practise.

Implementation

Responsibilities of teaching staff

At Davidson High School, teachers will work collaboratively to maximise learning opportunities for all students. Teachers will:

- develop and foster positive relationships with students, families and the local community.
- ensure consistent implementation of the Davidson High School Behaviour Policy in all settings.
- ensure that the learning environment is safe and encourages learning.
- explicitly teach and model the school's expectations relating to student responsibilities.
- consult relevant learning support documents and implement appropriate adjustments.
- respond positively to responsible student behaviour through the merit system.
- engage in restorative practices with students to address negative behaviours.
- follow guidelines for consequences consistently while still taking each context into consideration.
- record incidents, strategies applied and resolutions achieved on Sentral.
- communicate openly with families during the process.

Responsibilities of parents and caregivers

At Davidson High School our parents and caregivers are positioned in a supporting role and accept responsibility to:

- Ensure students attend school on time, are prepared for learning, are in uniform and that absences are explained.
- Keep the school informed of health issues and other relevant matters.
- Comply with school and department of education policies.
- Communicate with students via the front office.
- Communicate with staff in a polite, respectful and courteous manner
- Support the school in implementing the Davidson High School Behaviour Policy.

Responsibilities of students

At Davidson High School, students will use self-regulation to maximise learning opportunities. Students will:

- Follow the expectations of both the NSW Department of Education and Davidson High School Behaviour Code for students.
- Know and adhere to school policies in the student and parent handbook.
- Follow the instructions of staff and ask questions for clarification.
- Be responsible for bringing the required equipment for learning (pens, pencils, laptops, workbooks and drink bottles)
- Be proactive in their pursuit of courage, confidence and compassion.

Responsible Behaviour at Davidson High School

Students, parents, caregivers, teachers and support staff are expected to uphold and model these expectations.

Courage

- Persevere and challenge yourself
- Be curious and willing to make mistakes
- Have high expectations
- Act with integrity

Character Strengths - Creativity, Perseverance, Love of Learning, Curiosity, Brave, Self Regulation

Confidence

- Be honest, fair and accountable
- Develop resilience
- Show zest and enthusiasm for all opportunities

Character Strengths - Honesty, Teamwork, Leadership, Fairness, Judgement, Zest, Humility, Hope, Spirituality

Compassion

- Be empathetic and forgiving
- Make wise decisions
- Show gratitude
- Respect your community and environment

Character Strengths - Love, Kindness, Social Intelligence, Perspective, Prudence, Gratitude, Forgiveness, Humour, Appreciation of beauty and excellence.

Responsible Behaviour at Davidson High School

Location	Courage	Confidence	Compassion
Classroom	<p>To apply yourself to all tasks to the best of your ability</p> <p>To ask for assistance when needed</p> <p>To be curious about your learning and willing to take risks.</p>	<p>To arrive to class on time</p> <p>To be responsible for your own learning by being prepared with the correct equipment and a positive attitude.</p>	<p>To follow all teacher instructions</p> <p>To be kind, inclusive, courteous and respectful of your peers</p> <p>To behave in a safe manner when using equipment</p>
Playground	<p>To move to class promptly when the bell goes</p> <p>To be willing to stand up for yourself and other students</p>	<p>To avoid conflict and report any bullying</p> <p>To follow the guidelines in different playground areas.</p>	<p>To be respectful of yourself, others, property and the environment.</p> <p>To show empathy, kindness and compassion to all students</p>
Assembly	<p>To listen, reflect and participate when required</p>	<p>To enter and leave in a respectful manner</p>	<p>To listen with courtesy to all speakers</p>
Canteen	<p>To make your purchase well before the bell</p>	<p>To wait patiently in line for your individual purchase</p>	<p>To communicate respectfully and wait your turn</p>
Toilets/change rooms	<p>To report all damage and inappropriate behaviour</p>	<p>To use facilities appropriately</p>	<p>To respect the privacy of others</p> <p>To respect the environment</p>
School Arrival and Departure	<p>To follow the directions of those in charge the first time.</p> <p>To use the Yonder pouch each morning for phones</p>	<p>To arrive on time and enter school grounds immediately</p> <p>To remain in bounds</p>	<p>To act responsibly and safely when travelling to and from school</p> <p>To show respect to others</p>
Uniform	<p>To wear the correct school uniform</p>	<p>To wear the Davidson uniform with pride</p>	

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Tiers of Support

Within our Davidson High School Behaviour Policy, we believe in the development of mindsets that promote resilience and a strengths-based approach where personal characteristics are developed. As community members, teachers guide students through restorative conversations to be caring, responsible and productive as they strive to achieve their goals.

If students do not take the opportunity to be responsible and improve their behaviour they may progress through the tiers of support as outlined below. Teachers must also show that they have used a variety of appropriate strategies before they progress through to a higher tier with the student.

● Tier 1 - Classroom teacher

Low tier issues may include:

- Incorrect use of device
- Calling out
- Disrupting the learning of others
- Refusal to complete work
- Refusal to follow teacher instructions
- Poor language in class
- Truancy of a single period
- Swearing at other students
- Incorrect uniform

Support may include:

- Reflection sheet and in-class monitoring with class teacher
- Move student within learning space
- Move student to another learning space
- Restorative conversation
- Call parent/carer
- Refer to Head Teacher **after** implementing suggested strategies and restorative conversation

● Tier 2 - Head Teacher

Mid Tier issues may include:

- Repeated disobedience
- Repeated inappropriate behaviour
- Repeated truancy, more than one period in faculty.
- Failure to improve on Classroom Teacher Tier.
- Harassment
- Repeated incorrect uniform (monitored by uniform team)

Support may include:

- Shared restorative discussion with teacher, student and head teacher
- Lesson checks to be undertaken in faculty by teacher on reflection sheet, meet with HT at least once a week.
- Temporary movement of student to another class in faculty
- Parent phone call from Head Teacher
- Detention after school
- Uniform - uniform team to follow up with student and/or parent
- Refer to the Deputy Principal **after** implementing suggested strategies with Head Teacher support.

● **Tier 3 - Directly to Senior Executive**

High Tier issues may include:

- Swearing at a teacher
- Vandalism
- Aggressive Behaviour
- Violence
- Racism
- Possession of banned/illegal items
- Bullying - Ongoing harassment
- Repeated Truancy
- Persistent uniform transgressions
- Persistent disruption of student learning

Support may include:

- Parent contact
- Shared restorative discussion with student and deputy, and parents if appropriate.
- School wide lesson checks to be undertaken through monitoring booklet
- Student Support Plan to be developed
- Temporary movement of student to another class
- Removal of student from class
- Loss of privileges
- Formal Caution of suspension issued
- Detention after school
- Suspension

Restorative Practices

When a student has not lived up to the Responsible Behaviour Policy at Davidson High School, it is our aim to help them reflect upon their behaviour and be given the opportunity to make positive changes.

As part of our effort to encourage this process we will undertake restorative practices, including conversations between teachers and students that aim to build and restore relationships once students have challenged the school behaviour code.

This conversation can be used to create a learning opportunity through encouraging reflection, accountability and successful re-engagement with their learning. The main aim is to separate the person from the behaviour and find a positive solution.

A common **Student Reflection Sheet** will be used to facilitate the conversation and assist students in reflecting on their behaviours and actions.

Examples of Restorative Questions

- How did you feel before coming to school?
- How do you feel now?
- Can you explain what happened from your point of view?
- Who was affected by your actions?
- What can you do differently?
- How can your teacher help you to be your best self?

Student Reflection Sheet

The student reflection sheet is designed to guide students through a process of reflecting on their behaviour in class and how it may impact their learning and the learning of others. Students identify which of their behaviours they need to change, why they behaved in that manner and devise solutions to help them improve in the future. They also identify some consequences that they believe are appropriate if they do not change their behaviour.

For the first tier of support, this process is undertaken in conjunction with their classroom teacher, who also has input into students behaviour goals and consequences. Teachers are to use these sheets to monitor the student's behaviour within the faculty over four lessons, rating them for each lesson on how effectively the student met their behaviour goals.

At the conclusion of this process staff are required to scan and upload a copy of the reflection sheet to the incident record on Sentral. A record of the reflection sheet is also required to be communicated to families (email or phone call).

If the behaviour does not improve, the student moves to the next tier of support. In this case, the student reflection process is repeated but with the inclusion of the Head Teacher when discussing student behaviour and identifying strategies and consequences. The student will continue to be monitored in faculty for a further four periods, but must report to the Head Teacher at the end of each lesson to discuss their behaviour. Once this process is complete the sheet is to be added to their Sentral incident and communicated to families.

Monitoring Booklet

If students do not show improvement on the lower tiers of support, movement to the third tier will require the use of a school wide monitoring booklet. Students will discuss the issues with their behaviour and develop appropriate strategies and consequences in consultation with the Deputy Principal. These strategies will become their behaviour goals as stated on a monitoring booklet that they will take to all classes for a period of two weeks. The booklet is designed to encourage students to monitor and reflect on their behaviour. They are to present it to their teachers at the start of each lesson and then discuss their behaviour at the conclusion, when their teacher will then evaluate their performance on a 1-2 scale. Throughout this period the Deputy will also be checking the monitoring booklet to observe the students ongoing behaviour.

Parents are invited to monitor the progress of their child. At the end of the process, the booklet will be scanned and uploaded to the students Sentr1 file and their parents will be informed of their progress.

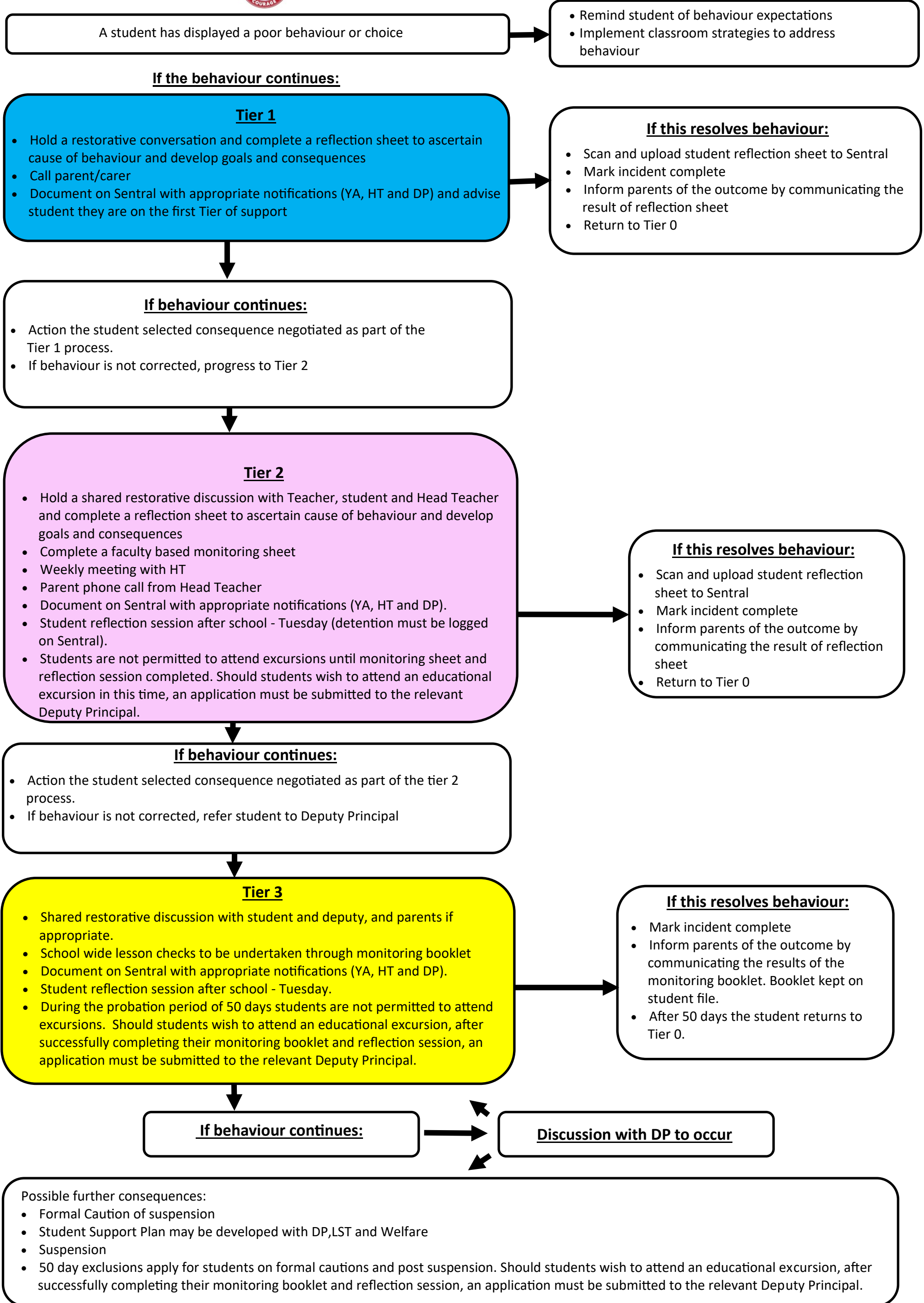
Further Steps

If students show no improvement on the third tier of support an individualised support plan may be developed to assist the student, family and staff in promoting positive behaviours.

Assistance from internal teams, including Welfare and Learning Support, the Department Of Education Learning and Wellbeing Unit, including behaviour specialists, as well as external agencies may be organised to support the student and family in their learning journey.



Behaviour Policy Flowchart - Staff



A student has displayed a poor behaviour or choice

- Remind student of behaviour expectations
- Implement classroom strategies to address behaviour

If the behaviour continues:

Tier 1

- Hold a restorative conversation and complete a reflection sheet to ascertain cause of behaviour and develop goals and consequences
- Call parent/carer
- Document on Sentral with appropriate notifications (YA, HT and DP) and advise student they are on the first Tier of support

If this resolves behaviour:

- Scan and upload student reflection sheet to Sentral
- Mark incident complete
- Inform parents of the outcome by communicating the result of reflection sheet
- Return to Tier 0

If behaviour continues:

- Action the student selected consequence negotiated as part of the Tier 1 process.
- If behaviour is not corrected, progress to Tier 2

Tier 2

- Hold a shared restorative discussion with Teacher, student and Head Teacher and complete a reflection sheet to ascertain cause of behaviour and develop goals and consequences
- Complete a faculty based monitoring sheet
- Weekly meeting with HT
- Parent phone call from Head Teacher
- Document on Sentral with appropriate notifications (YA, HT and DP).
- Student reflection session after school - Tuesday (detention must be logged on Sentral).
- Students are not permitted to attend excursions until monitoring sheet and reflection session completed. Should students wish to attend an educational excursion in this time, an application must be submitted to the relevant Deputy Principal.

If this resolves behaviour:

- Scan and upload student reflection sheet to Sentral
- Mark incident complete
- Inform parents of the outcome by communicating the result of reflection sheet
- Return to Tier 0

If behaviour continues:

- Action the student selected consequence negotiated as part of the tier 2 process.
- If behaviour is not corrected, refer student to Deputy Principal

Tier 3

- Shared restorative discussion with student and deputy, and parents if appropriate.
- School wide lesson checks to be undertaken through monitoring booklet
- Document on Sentral with appropriate notifications (YA, HT and DP).
- Student reflection session after school - Tuesday.
- During the probation period of 50 days students are not permitted to attend excursions. Should students wish to attend an educational excursion, after successfully completing their monitoring booklet and reflection session, an application must be submitted to the relevant Deputy Principal.

If this resolves behaviour:

- Mark incident complete
- Inform parents of the outcome by communicating the results of the monitoring booklet. Booklet kept on student file.
- After 50 days the student returns to Tier 0.

If behaviour continues:

Discussion with DP to occur

Possible further consequences:

- Formal Caution of suspension
- Student Support Plan may be developed with DP,LST and Welfare
- Suspension
- 50 day exclusions apply for students on formal cautions and post suspension. Should students wish to attend an educational excursion, after successfully completing their monitoring booklet and reflection session, an application must be submitted to the relevant Deputy Principal.