



Lake Grace District High School Student Behaviour & Engagement Plan





Lake Grace District High School Student Engagement & Well-being Plan

The Big Picture – Bringing it all together

Relationships

Our **Pedagogical Pillars** (relationships, engagement and purpose) form the foundation for skills, understandings and practices that are required for successful learning of which we endeavour to embed within all our learning experiences.

Engagement

At Lake Grace District High School, we strive to provide safe and supportive learning environments where relationships built on mutual respect are fostered and student learning is maximised. We believe a positive classroom environment is the most effective way to promote learning among our students.

Purpose

The effective management of student behaviour is critical to maintaining a safe and supportive school environment. The principal reserves the right to withdraw a student from school at any time as a consequence of their behaviour.

School Wide Expectations

Every member of our school community; including staff, students and parents/caregivers; is expected to:

- ☐ Abide by the school Code of Conduct to help maintain a positive learning environment.
- ☐ Display the school values of citizenship, scholarship, respect, responsibility and commitment.

Classroom Expectations

Each classroom will work collaboratively to develop a classroom code of behaviour which will contribute to a positive learning environment. It will reflect the school values. The code of behaviour is communicated and discussed with students in the first weeks of school. It may be reviewed over the course of the year.

The code of behaviour will be displayed in a manner best suited to the level of the students. School staff will develop a positive classroom environment and focus on good behaviour. Behaviour breaches will be managed using low key responses. Should students continue with inappropriate behaviours, teachers will move to the next stage of the Behaviour Management Flow Chart.



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School Code of Conduct

Our Code of Conduct reflects our values and is applicable to all staff, students and parents/carers. It guides the way staff, students and parents work with each other in pursuing our vision.

Citizenship

We behave in a way that reflects our values and demonstrates we are responsible members of the LGDHS community.

- ☐ We are active members of our school community.
- ☐ We contribute positively to the learning environment.
- ☐ We are fair, just and tolerant in all that we do.
- ☐ We value all individuals for their diverse backgrounds, experiences and beliefs.

Scholarship

We actively participate in learning and strive to achieve our very best.

- ☐ We participate to the best of our ability.
- ☐ We are prepared for our day with the correct materials, equipment and dress.
- ☐ We take responsibility for our learning and do not disrupt the learning and teaching program.

Commitment

We are committed to being our best and achieving our best.

- ☐ We persevere for ourselves and our team.
- ☐ We keep our school environment clean and healthy.
- ☐ We sit in the correct area whilst eating.
- ☐ We return equipment we have used to its correct place.
- ☐ We follow the directions of school staff.

Respect

We demonstrate respect for ourselves, others and the school environment.

- ☐ We show respect and courtesy to all members of the school community.
- ☐ We are punctual and prepared for class.
- ☐ We look after our own property, the property of others and the school.
- ☐ We use our manners at all times:
 - ✓ Addressing people using their names
 - ✓ Using please and thank you
 - ✓ Knocking before entering a room
 - ✓ Waiting until people have finished speaking before interrupting
 - ✓ Removing hats when inside a building
 - ✓ Walking around people, not between them, when they are talking.

Responsibility

We make positive choices and are accountable for the decisions we make.

- ☐ We set a good example for others.
- ☐ We resolve conflict through negotiation.
- ☐ We accept the consequences of our behaviour choices.
- ☐ We play sensibly and safely.

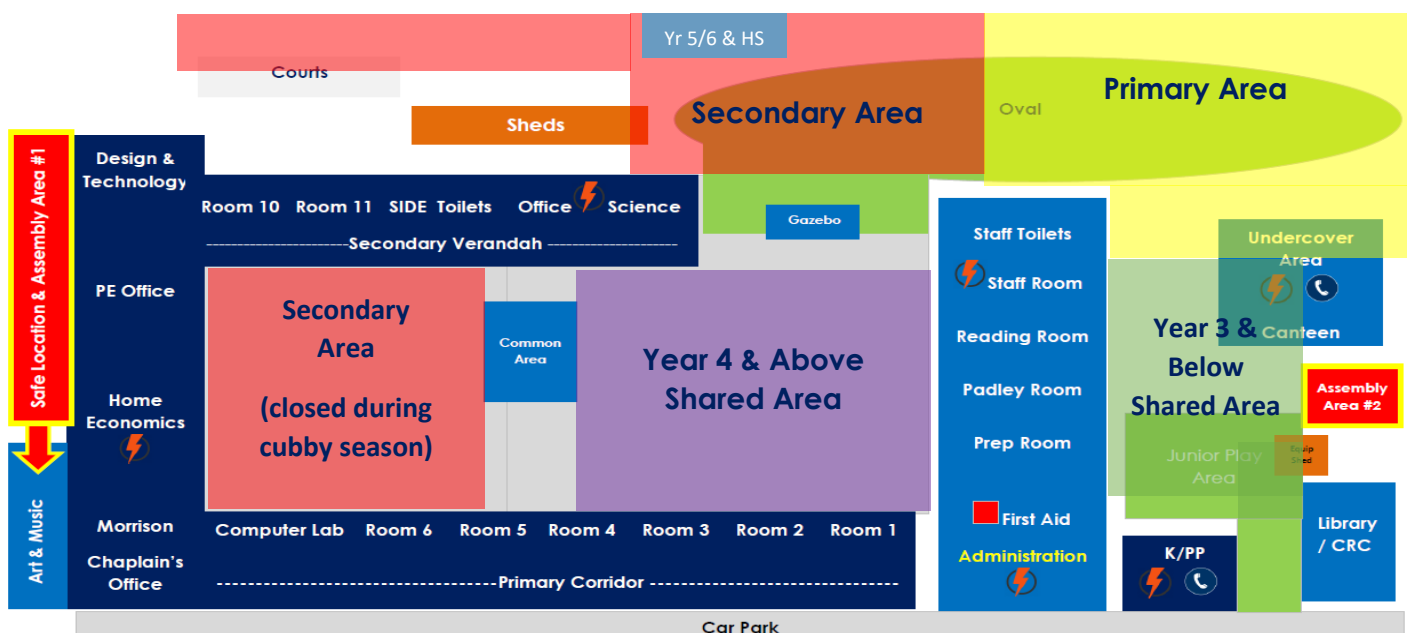


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Playground Expectations

Several rules have been developed to ensure safety during break times.

- ☐ Students remain seated to eat at recess and lunch.
- ☐ Primary students eat their lunch in the undercover area or grassed area in front of undercover area. The primary teacher on duty will verbally announce after 10 minutes to indicate to students to commence play - primary for 10 minutes, high school once they have eaten their lunch.
- ☐ The "No Hat – No Play" policy applies during Terms 1 and 4.
- ☐ Year 3 and below are permitted in the Pre-Primary play area. Years 2 and below are allowed on the ride-ons.
- ☐ The area between the canteen and library (water tank area), front of school and primary corridor is out of bounds, unless walking to and from the library on the pathway.
- ☐ Students are permitted in the Sports Shed when under teacher supervision – exception for Student Councillors under teacher direction.
- ☐ Primary students are not permitted in the secondary quadrangle area, with exception to play square ball and basketball (Yr4 and up – basketball -quadrangle closest to the admin building).
- ☐ Cubby areas are out of bounds during Term 1 & 4.
- ☐ Balls are not allowed in the undercover area during recess and lunch. Balls are also not to be kicked in the quadrangle areas, including no ball games in the high school lunch shed.
- ☐ High school students are permitted to play basketball at the tennis and basketball courts.
- ☐ There is a three second hold rule when playing football (or similar games). There is no flinging or swinging of opponents. The player must release the ball once held or a footy belt tag is removed.
- ☐ East oval footy goals - high school students, west end area for Yr. 4 – 6 and temporary goals near jump pits are for Yr. 1/2.
- ☐ West play equipment (closest to the sports shed): Yr. 1 – 3. (red and blue swings): Yr. 4 – 6.
- ☐ No climbing on top of play equipment e.g. red and blue swings –Yr4-6 area.
- ☐ East climbing net Yr. 5/6 and high school.





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Incentives to Reward Positive Behaviour Choices

Verbal Praise

Recognising students making positive behaviour choices by providing immediate feedback which reinforces the behaviour expectations.

Parent Contact

- ☐ Verbal feedback
- ☐ Comment in diary/communication book
- ☐ Phone calls
- ☐ Letters

Office Visit

Students who have demonstrated a significant growth in effort to their tasks or have shown improvement in learning may be sent to the Principal or Deputy Principal for recognition. This will be recorded in Integris as a positive behaviour.

In Class Rewards

Class teachers organise rewards/incentives for individual students and the class related to the classroom code of behaviour.

Values Vouchers

Student Council distribute Values Vouchers to students displaying the school values in the playground. Vouchers are deposited in a box by students and several are drawn out at assemblies. Winners receive a canteen voucher. Class set of vouchers will be distributed at the beginning of each term to the Student Council, extra copies will be available at the front office on request.

Assembly Merit Certificates

Merit Certificates can be provided by class teachers to acknowledge and celebrate changes in behaviour or effort.

Integris

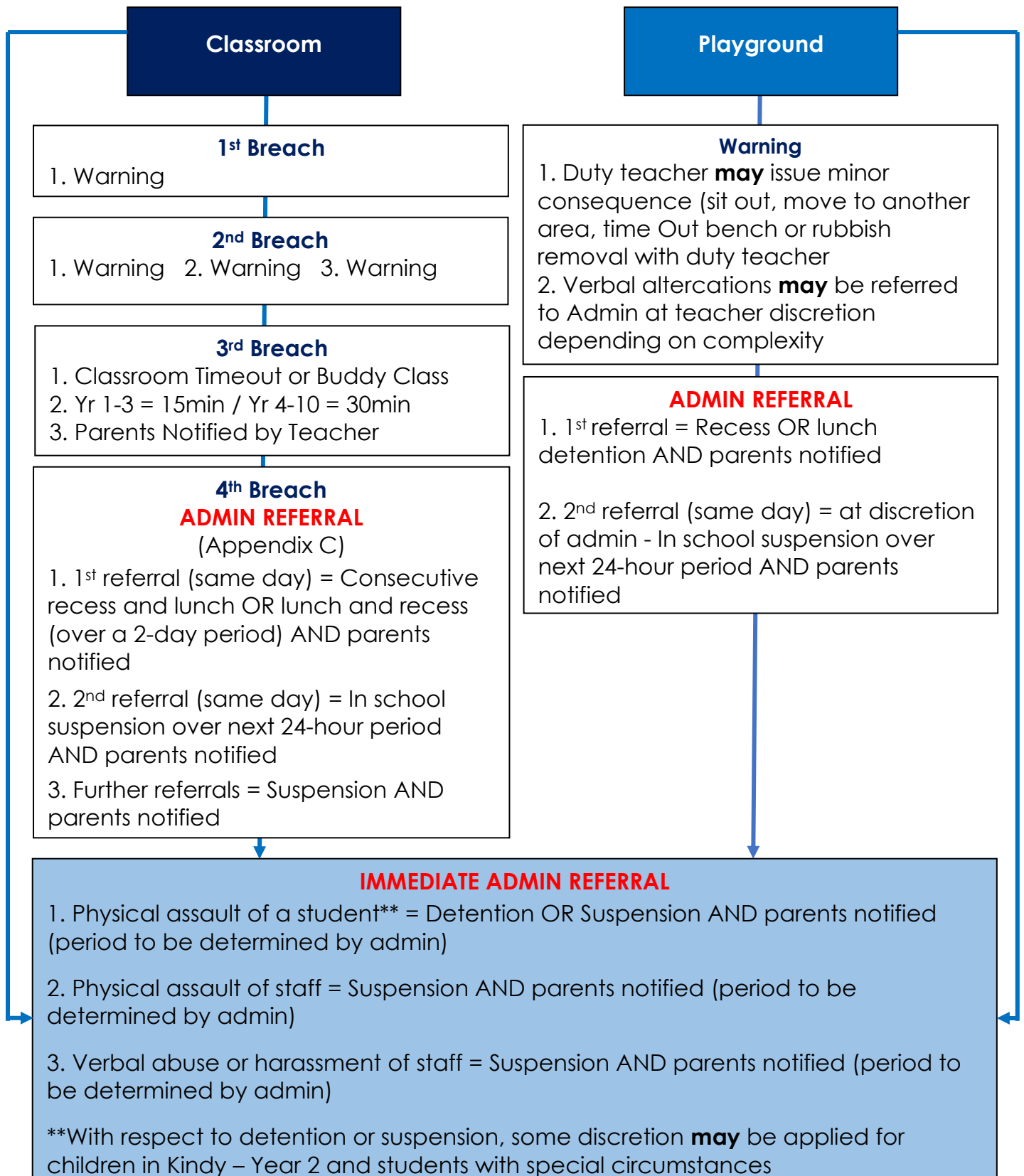
Positive behaviours can also be entered into Integris under the heading Behaviour – Positive Behaviour



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Behaviour Management Flow Chart –

For students without a Behaviour Management Plan





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Restorative Practice

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

The Restorative Approach to School Discipline

The Restorative approach starts with a different set of questions:

Restorative Questions 1: 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 2: For the Person Affected

- ☐ 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's 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 has to happen in order to move forward.

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.



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Bullying

Lake Grace District High School does not tolerate bullying in any form.

The school community is committed to ensuring a safe, caring environment which promotes positive self-esteem for all.

What is bullying?

Bullying is defined by the Department of Education as;

“When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.”

Bullying can be an act of aggression or harassment causing embarrassment, pain or discomfort to another. Bullying is varied in form: physical, verbal, non-verbal, gesture, extortion and exclusion and cyber. Bullying is an abuse of power. Bullying can be intentional or unintentional. Individuals or groups may be involved. Bullying may be overt and covert.

What bullying is not:

Mutual conflict where there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for “retaliation” in a one-sided way.

Social rejection or dislike – It is not feasible to think that every student must like every other student. Refusing to play with a particular child or, for example, not inviting them to a birthday party is not bullying, provided social rejection is not directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single episode acts of nastiness or meanness, or random acts of aggression or intimidation. The difference is that bullying is, by definition, action that happens on more than one occasion.

What will we do when issues arise?

- ☐ Listen and respond with empathy.
- ☐ Manage the situation using a restorative practice approach.
- ☐ Hear both parties explain the situation.
- ☐ Have both parties provide ideas on improving the situation?
- ☐ Record incidents of bullying using the school database (Integris).
- ☐ Ensure there is follow up with the student being bullied, as well as the student bullying.
- ☐ Contact parents and caregivers.
- ☐ Teach resiliency, strategies for dealing with bullying behaviour and bystander behaviour.



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Our Good Standing Policy:

At Lake Grace District High School, the **Good Standing Policy** supports our beliefs and values of Citizenship, Scholarship, Responsibility, Respect and Commitment by acknowledging and rewarding exemplary behaviour, and work ethic. We believe that learning is enhanced in a welcoming, inclusive, collaborative and caring environment free from disruption and any form of violence. The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others. The Good Standing policy is a part of and works in conjunction with the whole school Behaviour Management Plan and the Department of Education's *Keeping our Workplace Safe* initiative. It aims to provide regular acknowledgement / recognition for the majority of students who consistently behave and act according to Lake Grace's policies.

To Maintain 'Good Standing' students must:

- Comply with the Lake Grace District High School's 'Code of Conduct'.
- Follow the Lake Grace DHS Engagement and Well-being Plan and classroom policy and procedures.

'**Good Standing**' is a status all Lake Grace District High School students hold to enable their participation in all school opportunities and events.

- It is the responsibility of each student to maintain their 'Good Standing'.
- Students with 'Good Standing' are eligible to participate in Five Weekly rewards days.
- Students who lose their 'Good Standing' may lose the privilege to participate in various events throughout the school year. Examples: - excursions, camps, interschool sporting events and sports days (not including school based swimming and athletics carnivals).
- Students may lose the privilege to participate in activities where the safety of other students is a concern.

A student's '**Good Standing**' status will be withdrawn following consultation with the Administration and the classroom teacher for the following reasons:

Students may lose their 'Good Standing' as a consequence of:

- Three classroom withdrawals to buddy class. This must be entered on Integris by the Deputy Principal with parents notified.
- Three detentions for classroom referrals to Administration. This must be entered on Integris by the Deputy Principal with parents notified.
- Three detentions for playground referrals which have been entered on Integris by the Deputy Principal.
- Suspension.
- If a Student Councillor loses their 'Good Standing', they will lose their badge and their right to represent the school for a five-week period.



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Parents and Guardians of students 'at risk' of losing their Good Standing will be contacted by Teachers or the Administration team. This will be through a phone call and then on loss of Good Standing formally via letter.

Severe Clause:

- Students may lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in the loss of good standing.
- Students who are involved in a 'one off' severe behaviour incident in the classroom or playground may automatically lose their 'Good Standing'.
- Students who lose their Good Standing three times in a year may jeopardise their participation in interschool sporting carnivals, camps, incursions and excursions etc.

Regaining 'Good Standing':

Individual students will regain '**Good Standing**' after 5 continuous weeks since the loss of good standing, or if the student has demonstrated a positive change in behaviour before the five-week period has concluded (no less than two –weeks).

The Good Standing Policy is provided to maintain consistency in our decision making processes. It is important to note that these are guidelines and if:

- there are extenuating circumstances that have resulted in the negative behaviours
- a student has special needs and / or;
- there is a significant period of positive behaviour since the previous negative behaviour

Then, these factors will be taken into account and any decision to withdraw or maintain Good Standing will be at the discretion of the Principal and Deputy Principal.