



# 2016 Student Behaviour Policy

*Implications for the new CCHS Positive Behaviour Support Plan*

Anne-Marie Ellery 15 Feb 2016 GSM

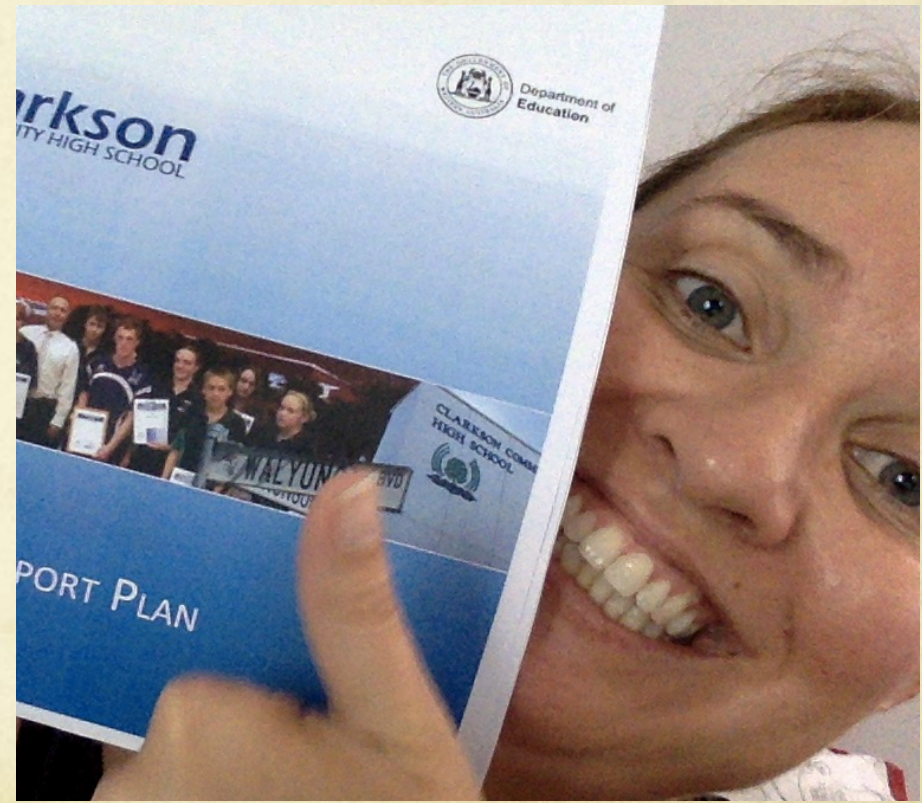
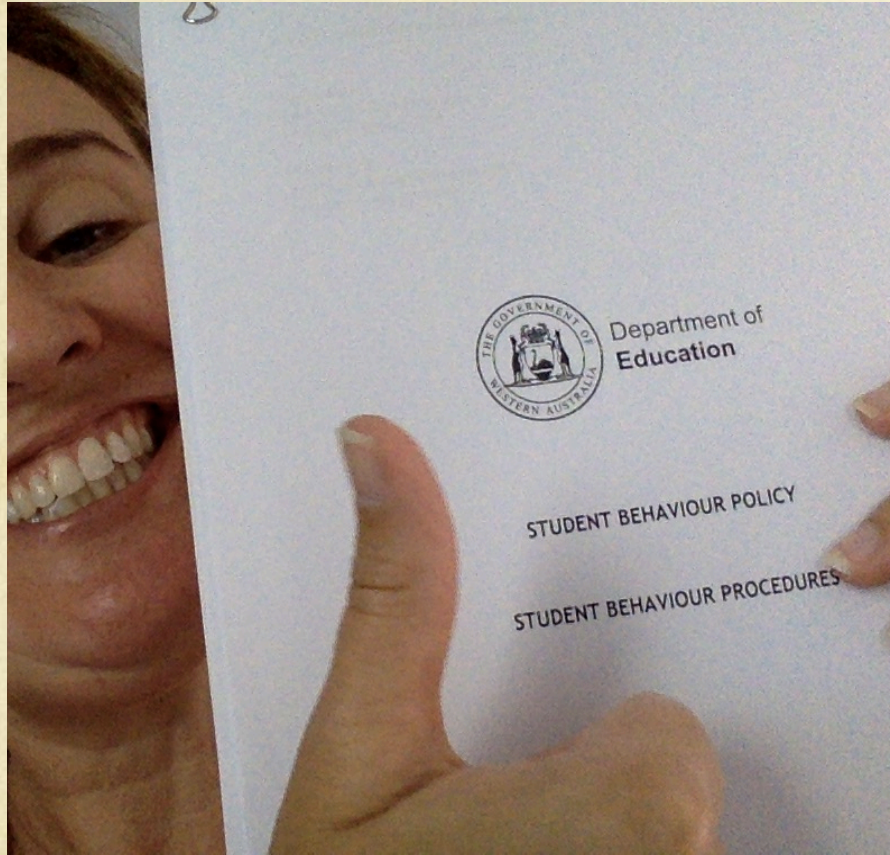
The Principal must document  
a whole school plan to support  
student behaviour.

**(Then implement it)**

**And provide individual  
behaviour support when a  
need is identified**



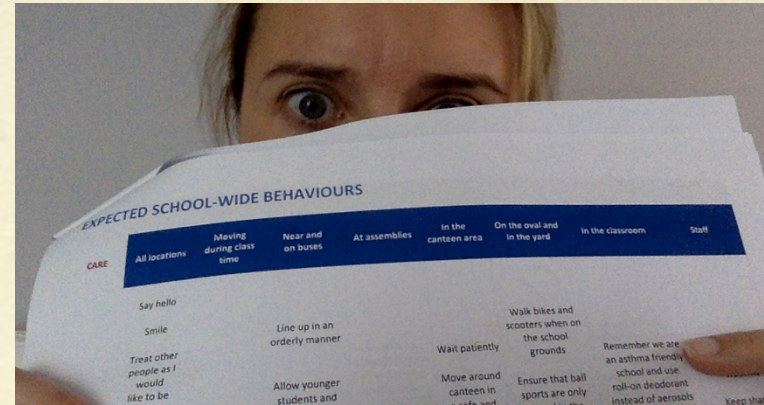
So today...





# Whole School Positive Behaviour Support includes:

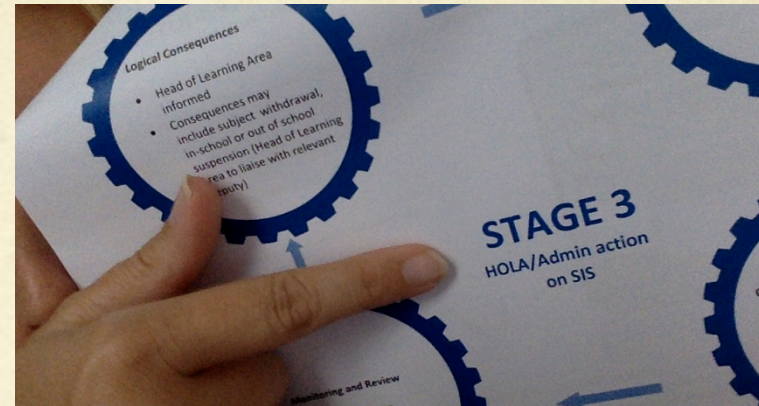
1. A school code of conduct stating the behaviours that students are required to learn and maintain and school



- School-wide behaviour expectations
- Available everyday in our student diary

# Whole School Positive Behaviour Support includes:

○ 2. The roles and responsibilities of staff in implementing whole school behaviour support



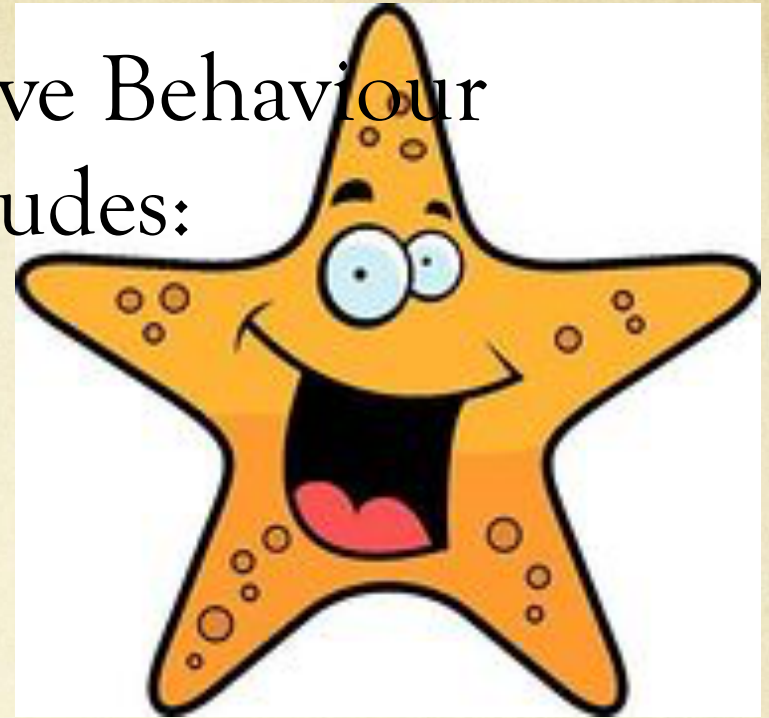
- New “foundation” cog including role of CARE teacher and classroom teacher in explicit teaching of positive behaviours.
- Learning Curve program



# Whole School Positive Behaviour Support includes:

○ 3. Teaching and classroom management strategies that support positive behaviour:

- 1. Management of school environment to support positive student behaviour.
- People, Places, Processes, Programs, Processes
- Places- yard duty roster, high viz, IEPs with adjustments such as preferential seating



# Whole School Positive Behaviour Support includes:

○ 3. Teaching and classroom management strategies that support positive behaviour:

- 2. School's strategy for communicating to parents on student behaviour
- Processes- letters of concern, commendation
- RTP- ABE
- Recording of phone calls on SIS...



# Whole School Positive Behaviour Support includes:

○ 3. Teaching and classroom management strategies that support positive behaviour:

- 3. A strategy for deciding on the application of disciplinary measures.



- Teacher
- HOLA
- DP
- Principal



# Whole School Positive Behaviour Support includes:

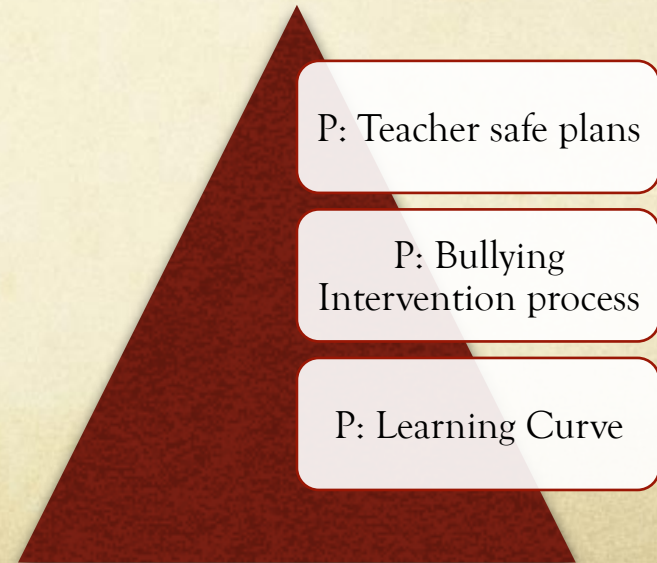
○ 3. Teaching and classroom management strategies that support positive behaviour:

○ 4. The school's approach to coordinating with external agencies where required.

○ In a cog?

### 3. Support of positive behaviour by including

- ALL forms of bullying





# Whole School Positive Behaviour Support includes:

3. Support of positive behaviour by including measures to address:

○ aggression



P: Escalation Plans

P: Team Teach training

P: TAG files

# Whole School Positive Behaviour Support includes:

3. Support of positive behaviour by including measures to address:

- Drug and alcohol misuse  
(provision of evidence-based drug education)

HPE:

Yr 7,8 Jump Start

Yr 9 & 10 Challenges and Choices, Keys for Life



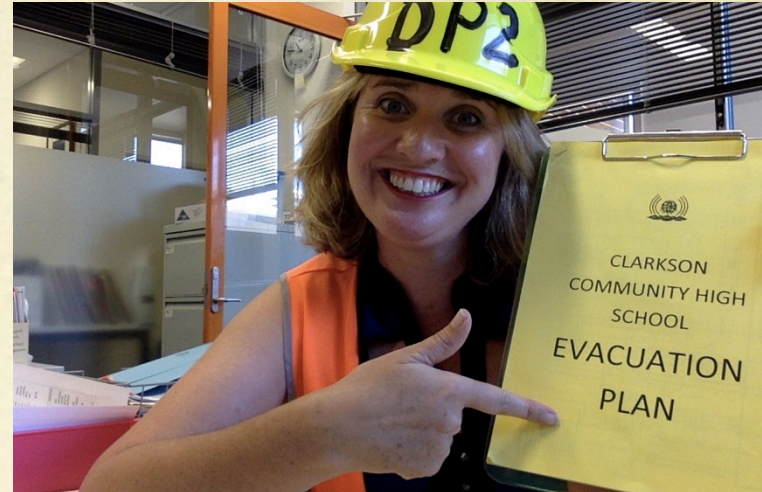
- Flow chart of response to suspected drug affected students



# Whole School Positive Behaviour Support includes:

○ 3. Support of positive behaviour by including measures to address:

○ Presence of weapons on school site



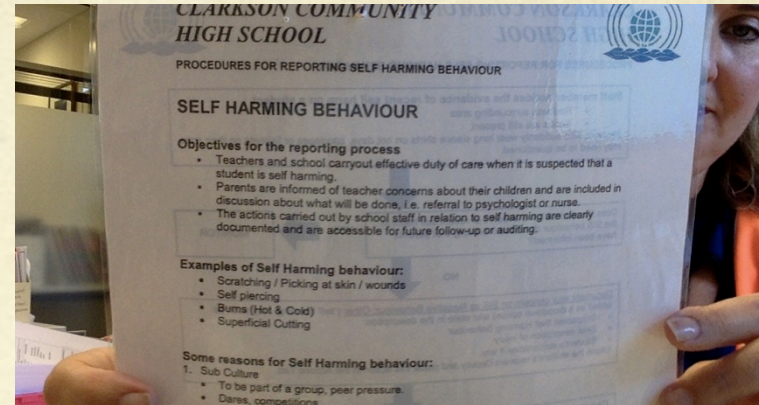
○ Emergency evacuation plans

○ Emergency red card

# Whole School Positive Behaviour Support includes:

3. Support of positive behaviour by including measures to address:

- Risks of suicidal behaviour and non-suicidal self injurious behaviour, including risks associated with cumulative harm from child maltreatment.



P: Use of EA time across the school

P: Year Coordinator time

P: Referral Pathways to SP, CHN

P: Self Harm Reporting Procedure

P: zone by zone tracking

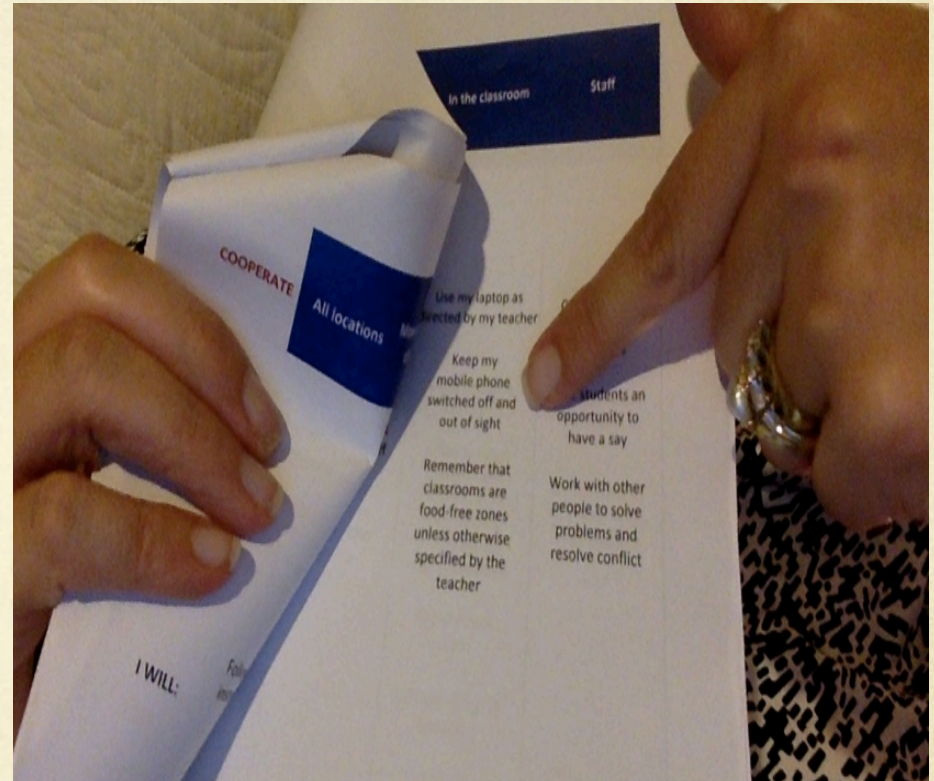
SAER



# Whole School Positive Behaviour Support includes:

○ 4♦ Rules regarding personal use of mobile and electronic devices and responses to breaches.

○ (Yes people we have a new acronym.....MEDs! )







# Is it bye-bye “No PIES”?

- State the location where banned (toilets, change rooms...)
- Determine the consequence for recording a breach of school discipline (fights, property damage, inappropriate physical displays)
- Clarify permission requirements
- Indicate conditions where exemptions apply

Rules about use must:

- Minimise interference with learning
- Promote practises of courtesy and consideration



# To summarise;

- We need to define how we want our students to behave and whose job it is to teach and support these elements.
- We need to describe our intentional actions which result in an environment that supports positive behaviour.
- **5.** A strategy for record keeping and use of data in assessing the effectiveness of whole school behaviour support.