



KATHERINE HIGH SCHOOL

The School Wellbeing and Behaviour Policy Management Plan

An element of Safe Schools NT Framework
Safe Schools, Responsible Behaviour, Quality Learning and Teaching

Rationale

The Department of Employment, Education, and Training is committed to provisions that ensure all young Territorians have a right to and receive a quality education in a safe and supportive learning and teaching environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of *The Katherine High School Wellbeing and Behaviour Policy* is to support quality teaching and learning.

All members of the school community are expected to respect the following rights. These rights are enshrined within the United Nations Rights of the Child.

- The rights of all people to be treated with respect and dignity
- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

Core Principles of Best Practice

Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, teachers, students and parents, including individual and special needs.

Student behaviour programs and practices must:

- embrace a health-promoting approach to creating a safe, supportive and caring environment
- embrace inclusiveness, and cater for the different potentials, needs and resources of all students
- place the student at the centre of the education process

Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student teacher relationships. Successful student behaviour change and management is enhanced through effective school, family, education department, community and interagency partnerships.

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of school community members.

School beliefs about behaviour and learning

- **Students who are engaged, feel valued as people and who are involved in learning which is meaningful to them are far less likely to be involved in anti social behaviour. Katherine High School promotes the Explicit Teaching methodology as one way of developing this engagement. We also rely on the principles of restorative justice to promote relationship building.**
- **Student behaviour will help promote safety and learning. Behaviour standards need to be built on the rights of teachers to teach, of students to learn and the right of all to carry out their respective roles in a safe and supportive learning environment.**
- **Students have the right to be taught by teachers who are well prepared, respect their students and have the skills and knowledge to effectively carry out that responsibility.**
- **Students will learn to the best of their ability with due regard to any disability which may impinge on learning.**

Creating Positive Learning Communities

1. Promoting wellbeing and positive behaviour.

Katherine High School has:

- **Well defined behaviour management system with clear steps to show decline and improvement in student behaviour.**
- **Anti Harassment and Anti Bullying Policy and Procedures.**
- **Restorative Justice approach to re building relationships.**
- **A system for acknowledging positive student behaviour.**
- **Clear expectations of teachers via the TRB standards.**
- **Year Level Coordinators**
- **Welfare team which meets regularly**
- **Services of a professional Counsellor, Defence School Transition Mentor, Chaplain, Home Liaison Officer, Aboriginal and Islander Education Worker, Health Promoting School Nurse**
- **Healthy Canteen**
- **Variety of innovative teaching programs – Ningaloo Reef, Jatbula Trail, Jilkmिंगgan Camp, Boys class, Rock and Water, a variety of Vocational Education offerings**

2. Acknowledging and rewarding exemplary and improving behaviour

Katherine High School provides:

Merit and Excellence Awards for Positive Behaviour – based upon good behaviour vouchers, achievement celebrated at weekly whole school assemblies.

Positive promotion of Academic Achievement, through Principals Commendations in the Whole School Assembly at the end of each term.

Positive promotion of participation and success in sporting and other excursions, with particular emphasis on good behaviour at Whole School Assemblies.

3. Programs to promote positive learning communities

- **Middle Years Program – Integrated, Negotiated, Real Rich and Relevant**
- **VET program**
- **Full Academic Program in the Senior School**

- **ITAS tutorial support for all year levels**
- **Indigenous Resource Officers**
- **Activities afternoon – one per week**
- **Celebration Carnivals – Athletics, Swimming, Aquatics Day**

Consequences for unacceptable behaviour

1. Being clear about unacceptable behaviour

Unacceptable behaviour is outlined in our Behaviour Management Policy and is published in our school organisers, in the parent handbook and is on the walls of every classroom.

2. Our school's responses to unacceptable behaviour

It is handled quietly within the framework provided by the Behaviour Management Policy. Where appropriate, identified consequences are applied for identified transgressions. There is a real focus on re building relationships via the Real Justice approach when re integrating students into the school.

3. Students with high behavioural support needs

Each identified student has an Inclusion Plan. This plan aims to maximize the chances for successful integration into the class. Teachers are encouraged to develop Behaviour Management plans for their classes. These plans are to identify likely problems students and have a graduated response to any misbehaviours. The Welfare team have a number of strategies which they promote, including 'chill out' cards; red, amber, green to indicate changes in behaviour. This is all underpinned by an Intervention first process to try to isolate and deal with any causal factors such as hearing loss, eyesight problems, etc.

3. Consequences for specific unacceptable behaviours

Each unacceptable behaviour has a consequence; as the behaviours become more extreme the severity of the consequence increases. We use; the quiet chat, the formal direction, detention in school and after school, the circuit breaker (asking the parents to take the student home) when we believe misbehaviour is likely to escalate quickly and finally suspension. Suspension is used for acts of violence against staff or students, for acts of deliberate vandalism, for theft or where drugs or alcohol is involved. We also use, as a last resort, suspension against students for ongoing breach of school rules. These suspensions are in line with the Education Act.

Student support networks

Students are encouraged to seek help and guidance from any adult with whom they feel comfortable within the school.

Our school has one Assistant Principal Student Welfare, for the Middle Years. The Middle Years also has two year level coordinators- one for Boys and one for Girls. The Senior Years has two year level coordinators.

The Assistant Principal Senior Years has a Welfare component in her role.

A Careers Coordinator services the whole school but typically gives more time to the Senior Years.

The school has a Welfare Team which includes: a Health Promoting School Nurse, Chaplain, Defence School Transition Mentor, Professional Counsellor, Home Liaison Officer, Aboriginal Islander Education Worker, Well Being Officer. The team is directly managed by the Assistant Principals who take it in turns to chair the meetings.

Students have been trained in Peer Mentoring. There is a Senior Years and a Middle Years Executive.

Related legislation, policies and links

MindMatters

www.cms.curriculum.edu.au/mindmatters

Lifeline

www.lifeline.org.au

Kids Help Line

www.kidshelp.com.au

BeyondBlue

www.beyondblue.org.au

Reach Out

www.reachout.com.au

Bullying, No Way!

www.bullyingoway.com.au

Organisation for Economic Cooperation and Development (OECD)

www.oecd-sbv.net

Safe Schools
www.safeschoolsweek.dest.gov.au

Further attachments

Katherine High School

Policies and Procedures Handbook

Teacher Registration Board

Northern Territory Standards of Professional Practice for Teachers

This policy was last ratified by School Council in....

2007