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Positive Behaviour Policy

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Positive Behaviour School

Joseph Banks Secondary College is a positive behaviour school. Positive Behaviour Support (PBS) is a whole-school framework that focusses on teaching students how to behave appropriately and rewarding them when they do so. Our expectations centre around the College Values of Inquiry, Respect, Aspiration and Resilience.

PBS places a major focus on prevention and the following key elements help create a safe, positive and productive learning environment:

- Clearly defined and taught behaviour expectations (through the College Values of Inquiry, Respect, Aspiration and Resilience)
- Consistent and frequent acknowledgement of appropriate behaviour
- Constructively and specifically addressing problem behaviour
- Effective use of behaviour data to assess and inform decision making

The college rewards student's positive behaviour through a wide variety of strategies.

POLICY STATEMENT

At Joseph Banks Secondary College our Positive Behaviour Policy is underpinned by the College values of Respect, Resilience, Aspiration and Inquiry.

The focus of our Positive Behaviour Policy is to:

- promote engagement in learning
- maximise the impact of classroom teaching
- create a safe, orderly, supportive, and culturally responsive environment that enables students to fulfil their learning potential

It aims to guide Joseph Banks Secondary College staff and students to maintain a safe, positive learning environment where students are engaged and successful. It strives to create a culture in which every student experiences a sense of belonging to the school community; of being known and understood as an individual; and engages all members of the school community in building a culture of positive behaviour that values individual strengths, abilities and diversity.

The College Positive Behaviour Policy supports the implementation of the WA Education Department School Behaviour Policy, as well as the Strategic Directions for public schools 2020-2024 “Every student, every classroom, every day.”

RATIONALE

To ensure the development of a safe, caring and productive learning environment, the establishment of positive relationships between all members of the College community is of the highest importance. Joseph Banks Secondary College’s Positive Behaviour Policy is grounded on the belief that all students have both the right and responsibility to learn and aims to develop a culture that promotes our College values of Respect, Resilience, Aspiration and Inquiry.

Rights and Responsibilities of the College Community

Every Student has the right to:	Every Student has the responsibility to:
Learn without disruption	Allow others to learn
Be treated with courtesy and respect	Treat others with courtesy and respect and follow teachers' instructions
Work in a clean environment and have their property respected	Maintain a clean environment and respect student, staff and College property
Learn in a safe environment	Behave in a manner that ensures the safety of everyone, including self
Reach their potential	Participate fully in the learning and make allowances for other students' capabilities

Every Staff Member has the right to:	Every Staff Member has the responsibility to:
Work without disruption	Provide and support relevant and challenging educational programs and make allowances for students' capabilities
Be treated with courtesy and respect	Treat others with courtesy and respect
Work in a clean environment and have their property respected	Maintain a clean environment and respect student, staff and College property
Work in a safe environment	Behave in a manner that ensures the safety of everyone, including self
Have support of the whole College community	Support the College's ethos, policies and procedures

Every Parent has the right to:	Every Parent has the responsibility to:
Be treated with courtesy and respect	Treat others with courtesy and respect
Be informed about their child's progress	Monitor their child's progress
Expect their child to participate fully in their educational program	Ensure that their children attend school, provide materials and support the College's policies and procedures

PROCEDURES

The principal is responsible for the implementation of the College Positive Behaviour Policy and maintains compliance with the Student Behaviour in Public Schools Policy, Procedures and Requirements as outlined in the link below:

<https://ikon.education.wa.edu.au/-/access-the-requirements-related-to-the-student-behaviour-policy/>

Principals can delegate these responsibilities to a nominated person; for example, Member of the Executive Team or a Member of the Leadership Team.

Our College Positive Behaviour Policy:

- identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.
- incorporates restorative principles, systems and practices that are culturally responsive.
- provides multi-tiered systems of support that are responsive to student needs.
- builds staff capability through training and support to understand and enact their responsibility in building positive behaviour.
- ensures intensive behaviour support is provided for students with complex and diverse needs.

Our College Positive Behaviour Policy responds to behaviours on two levels:

- **Minor Breach:** Minor breaches include incidents where our College Code of Conduct and values are not upheld. Staff will work with students to model and teach positive behaviour skills; reinforce positive behaviours appropriate to the learning environment and engage in restorative practices. Ongoing breaches may lead to a suspension.
- **Serious Breach:** Serious breaches include physical violence, recording, abusive, or threatening behaviour, sexual harassment, theft, or possession of illegal substances. A serious breach can lead to a suspension. We aim to avoid suspension where possible by using restorative practices. In some instances, a serious breach of the Code of Conduct may activate an immediate suspension.

These responses align to the Education Minister's Statement on School Violence "[Let's take a Stand Together](#)" document which outlines a response to violent behaviour in schools. The 10-point plan was developed to support school staff, so they are clear about what is expected, and confident in their actions to maintain an orderly learning environment and safe space for learning.

Restorative Practice

To support the building and maintaining of strong relationships across the college community, restorative approaches are encouraged. Restorative practice is a positive approach that works with students, rather than doing things to them or for them.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. This approach aims to support our students ongoing focus in displaying the college values of resilience, aspiration, resilience and respect.

Examples of restorative questions to resolve conflict:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what happened?
5. In what way have they/you been affected?
6. What do you think needs to happen to make things right? If the same thing happened again, what would you do differently?

Restorative practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together and learn from our experiences.

Suspension

When a student is suspended from attendance at Joseph Banks Secondary College for a *serious breach* of the behaviour policy the following process will be followed:

- Parents will be informed as soon as possible of their child's behaviour and notified of the College's intention to suspend.
- Parents may be asked to collect their child from school immediately if there has been a serious breach of the Code of Conduct.
- The suspended student will be required to attend a re-entry meeting with their parents on the morning they return to school (before release back into our duty of care).
- Parents, the suspended student and College staff will collaborate around further support as required. This may include a documented plan or other planning and supports as deemed appropriate.

WHOLE SCHOOL APPROACH TO POSITIVE BEHAVIOUR

Stage 1: Create the environment for learning – Teacher

- Create the environment for learning by:
 - Engaging students through a range of highly effective evidence-based teaching and learning strategies.
 - Establishing classroom routines and expectations with students.
- Model, teach and encourage expected behaviour
- Establish a set of expectations which reinforce the College values of Respect, Resilience, Aspiration and Inquiry
- Build positive relationships with all students and create a cohesive classroom group.
- Provide students with regular feedback
- Communicate regularly with students and families

Stage 2: Minor disruptions to the learning environment – Teacher and Students

- Model, teach and reinforce positive behaviour skills
- Implement a range of strategies to support students to integrate and engage in learning
- Develop a continuum of appropriate responses to misbehaviour
- Use restorative practice to repair relationships and engage students in their learning
- Communicate and collaborate with families to maintain student engagement
- Leading Teacher with support from Teachers will create a documented plan

Stage 3: Ongoing disruptions to the learning environment – Teacher, Student, Leading Teacher and 2IC and members of the Learning Community, Associate Principal

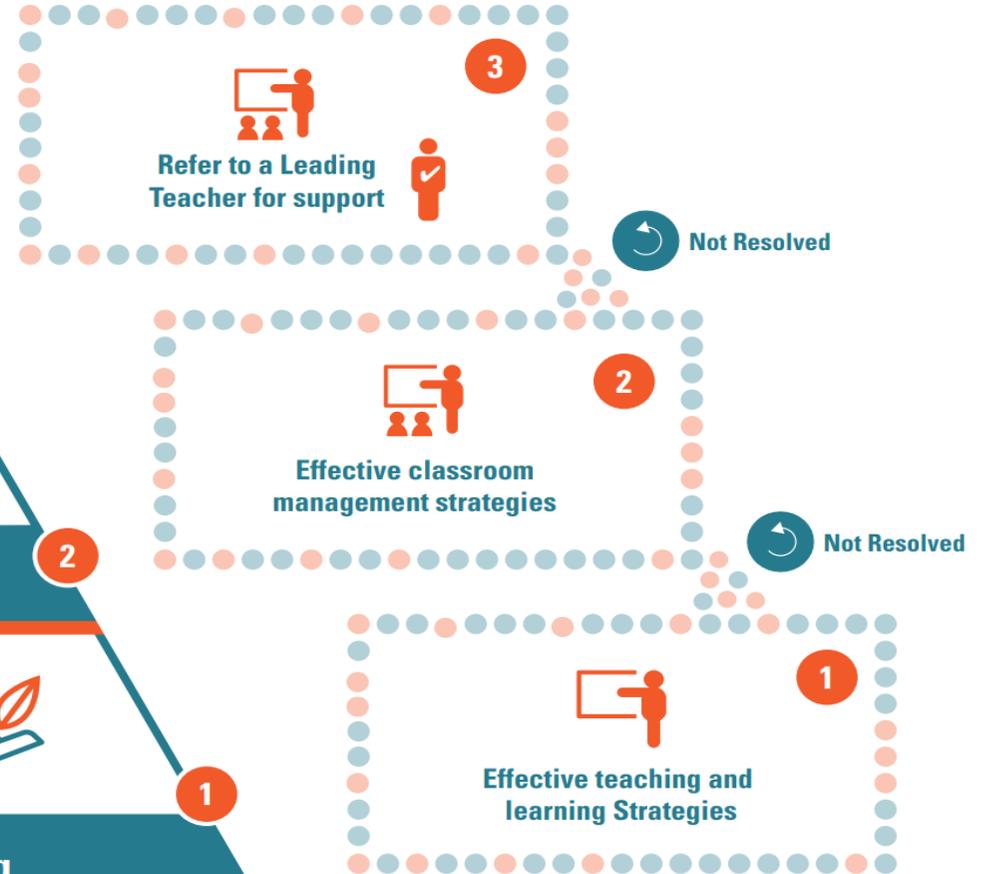
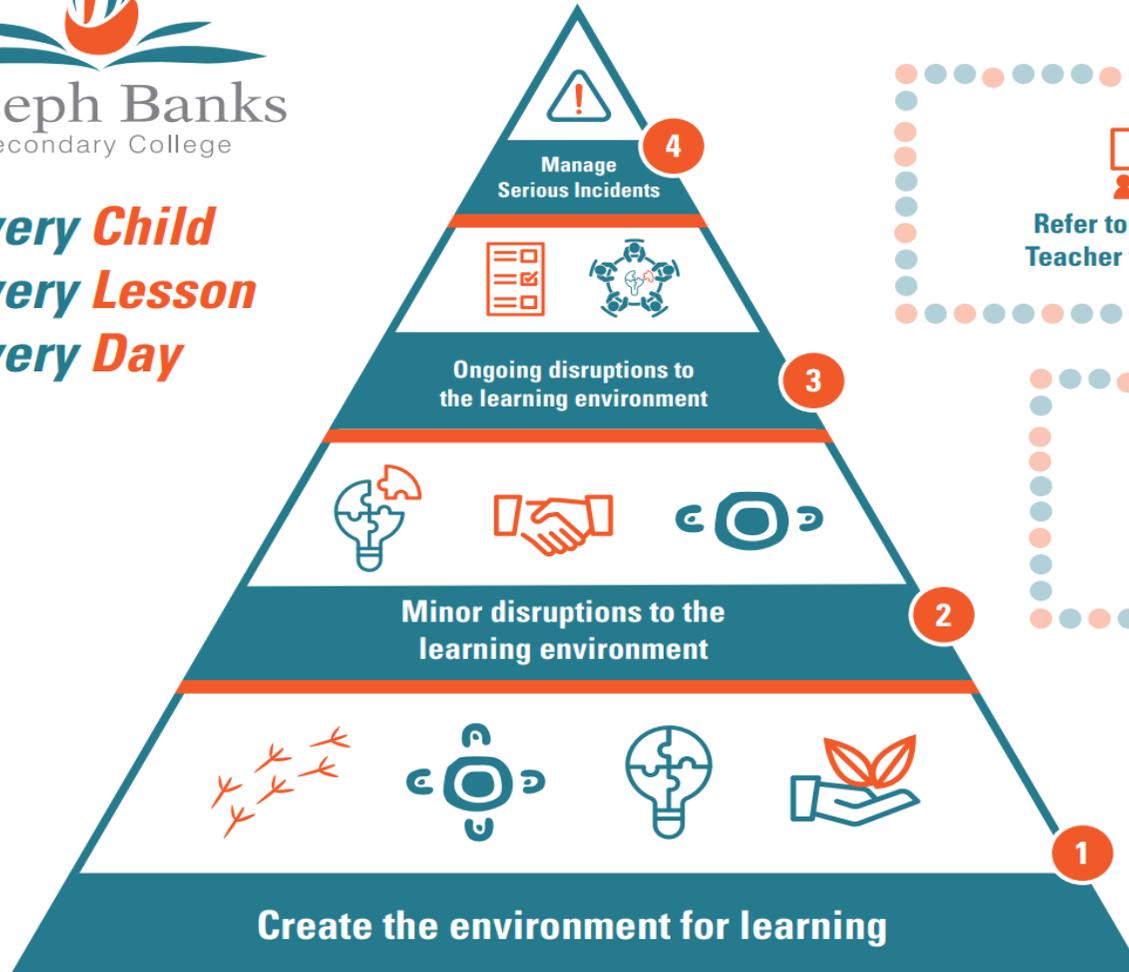
- Communicate and collaborate with relevant staff to plan for student engagement.
- Refer ongoing concerns to the Leading Teacher.
- Leading Teacher will organise a case meeting with the student, family member to develop an appropriate documented plan with a date set for review
- Leading Teachers and Teachers will review documented plans in consultation with parents and the Associate Principal.
- Leading Teachers will engage a variety of supports from the Wellbeing Team as required to support students.
- Loss of good standing
- Ongoing disruptions to the learning environment may lead to a suspension.

Stage 4: Serious Incidents – Teacher, Student, Leading Teacher/2IC, Principal, Associate Principal, School Psychologist, External Agencies

- Serious breaches of the Code of Conduct may result in immediate withdrawal from class or suspension from school, with a scheduled re-entry interview prior to returning to school.
- The Leading Teacher may create a Formal Contract in conjunction with Associate Principals and the Principal.
- The Associate Principal or Principal may contact North Metropolitan Regional Education Office and State-wide Services for further support.
- The Associate Principal may investigate alternative pathways for students who have ongoing disruptive behaviours.
- In rare instances the Principal will liaise with the Department of Education around the Exclusion process.

*Every Child
Every Lesson
Every Day*

Positive Classroom Management Support Plan



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Report serious incidents immediately to a Leading Teacher or member of Executive

