

Dulwich High School
of Visual Arts & Design

**STUDENT WELFARE AND
BEHAVIOUR MANAGEMENT
POLICY**

WHOLE SCHOOL APPROACH TO MANAGING STUDENT BEHAVIOUR

INTRODUCTION

Dulwich High School of Visual Arts and Design aims to develop skilled and creative learners who value learning as a social process.

The school environment is one where:

- positive student/teacher relationships exist
- all students are encouraged to achieve their personal best
- diversity is respected
- individual responsibility is fostered,

resulting in the wellbeing and connectedness of our students.

AIMS

We aim to develop a **POSITIVE SCHOOL CLIMATE** by:

- developing professional **CONSISTENCY**
- providing support **STRUCTURES**
- improving **COMMUNICATION**
- developing **NEGOTIATION** skills
- raising student and staff **SELF-ESTEEM**
- having clear expectations, expressed in **POSITIVE LANGUAGE.**



Dulwich High School
of Visual Arts & Design

At our school we focus on 3 key ideas:

RESPECT:

Yourself
Others
Our environment
Property
Community
Teacher's authority and accept direction

Respect
Responsibility
Relationships

RESPONSIBILITY:

Attend regularly
Try your best in everything you do
Value learning
Keep yourself and others safe
Wear Uniform

RELATIONSHIPS:

Collaborate in learning
Interact with others appropriately
Cooperate, encourage and support
others

3Rs at Dulwich High School of Visual Arts & Design

	In the classroom I will:	In the playground I will:	In the community I will:
Respect	<ul style="list-style-type: none"> ➤ Listen to and follow instructions and policies ➤ Treat others (learning) with respect and consideration ➤ Respect others right to learn ➤ Value and care for all property and the environment ➤ Use appropriate language to teachers and other students 	<ul style="list-style-type: none"> ➤ Listen to and follow instructions and policies ➤ Treat others with respect and consideration ➤ Respect quiet activity areas ➤ Use appropriate language to teachers and other students 	<ul style="list-style-type: none"> ➤ Display pride in being a member of DHSVAD ➤ Be courteous to all members of the public and each other ➤ Display sportsmanship ➤ Be mindful of language and behaviour in public
Responsibility	<ul style="list-style-type: none"> ➤ Bring correct equipment ➤ Complete all set work to the best of my ability ➤ Attend all classes ➤ Arrive on time ➤ Keep myself and others safe ➤ Follow teacher instructions ➤ Wear my uniform appropriately ➤ Negotiate and resolve conflict with empathy ➤ Take personal responsibility for behaviour and actions 	<ul style="list-style-type: none"> ➤ Follow the rules of specific areas of the playground ➤ Move into class as soon as the bell rings ➤ Follow teacher instructions ➤ Keep myself and others safe ➤ Negotiate and resolve conflict with empathy ➤ Take personal responsibility for behaviour and actions 	<ul style="list-style-type: none"> ➤ Wear my uniform appropriately ➤ Observe and follow road and transport rules ➤ Keep myself and others safe ➤ Follow teachers instructions ➤ Negotiate and resolve conflict with empathy ➤ Take personal responsibility for behaviour and actions
Relationships	<ul style="list-style-type: none"> ➤ Work co-operatively with my teacher and other students ➤ Encourage and support others ➤ Be an active member of the classroom ➤ Listen to and value the contributions of others in class ➤ Accept diversity 	<ul style="list-style-type: none"> ➤ Be aware of the impact of my behaviour on others ➤ Think about the needs of others ➤ Treat others how they would want to be treated ➤ Keep myself and others safe ➤ Reject bullying and report incidents to protect myself and others 	<ul style="list-style-type: none"> ➤ Treat others with respect, courtesy and consideration including in the cyber world ➤ Behave appropriately in the community ➤ Represent my school with pride in the community.

Student Behaviour Management

Students who do not follow the 3Rs will be provided with an opportunity to reflect on their behaviour and make plans for change in collaboration with teachers and parents.

CLASSROOM LEVEL

- Refer to 3Rs (Respect, Responsibility, Relationships)
- Two (explicit) warnings
- Third time to Reflection Desk or staff to consider relevant de-escalation strategy as required
- Complete reflection sheet/class plan with teacher ASAP. Student to continue working. Teacher to enter on SENTRAL.



NOT RESOLVED IN CLASS

Misbehaves at reflection desk OR second time at reflection desk OR plan not made, then:

- send to Head Teacher (or 2IC) with work and notice



HEAD TEACHER LEVEL

- Restorative discussion – negotiate goals in collaboration with teacher and student and issue monitoring card if applicable
- Where possible resolve on the lesson/day
- Record goals on SENTRAL and phone home or send letter home.



NOT RESOLVED AT HEAD TEACHER LEVEL

- Second occasion per semester HT to call home, send letter home, enter on SENTRAL and direct student to the Reflection Room. (The aim is to resolve the issue and return the student to class ASAP).



RESOLVED RETURN TO CLASS



REFLECTION ROOM

- Restorative plan made with student, teacher or head teacher/s (if available), senior executive (deputy or principal) and parent
- Head teacher to feed back information to class teacher/s
- Follow Reflection Room procedures
- Senior Executive can direct student to the Reflection Room for significant incidents
- Senior Executive to raise issue with learning support/ welfare/executive and initiate monitoring card to be monitored by HT of issue.



NO RESOLUTION IN REFLECTION ROOM

- Deputy to refer to learning support/welfare team for intervention/support/referral



SUSPENSION

- If the pattern of unacceptable behaviour continues Department of Education and Communities suspension procedures will follow. Suspension and expulsion policy will be followed for inappropriate behaviour by student.

Students can also be sent to the Reflection Room for:

Issue	By	Process
Lateness (persistent)	Student Advisor (SA)/ Stage Coordinator SC)/ Year 7 Assistant Advisor (7AA)	Check Sentral once a week and interview student (SC) Enter on Sentral and send letter home (SC) Stage Coordinator/ Student Support Officer to call home If behaviour continues inform Deputy for further intervention (SC). —> Reflection Room/lunch time detention —> Blue monitoring card if necessary
Partial Truancy (including sport)	Classroom Teacher/ Head Teacher/ Student Advisor/ Stage Coordinator	Classroom teacher checks Sentral and cross references with day sheet Interview student next lesson. If they have truanted, faculty based detention Class teacher to send Sentral letter home Student Advisor/Stage Coordinator monitor Sentral for persistent truants (search Sentral wellbeing) and send Sentral letter If further intervention required —> inform Deputy who will call home —> Reflection Room/lunch time detention —> Blue monitoring card if necessary
Uniform	Classroom Teacher Head Teacher Deputy	Classroom teacher to send students to Deputy for pass and enter student out of uniform on Sentral Teachers on playground duty to inform head teacher on duty Deputy to call home for persistent breaches and to send letter home. —> Reflection Room for lunch time detention.
Leaving school grounds without permission	Teachers Deputy	All staff to enter details on Sentral and notify deputy. Deputy to send letter and to call home —> Reflection Room for lunchtime detention.
Assembly	Teacher and Head Teacher on duty	Enter on Sentral details of incident Send letter home Inform Deputy if incident is serious
Playground	Teacher and Head Teacher on duty	Report incident to head teacher on duty. Teacher enter details of incident on Sentral Inform Deputy if incident is serious.

* *The aim is to resolve the issue and return the student to class ASAP.*

ROLE STATEMENTS

Student's Role

In Class

Have a responsibility to:

- learn
- allow others to learn
- allow teachers to teach
- follow the 3Rs (Respect, Responsibility, Relationships).

At Reflection Desk

Students will:

- follow the expectations of the reflection desk
- work silently after completing reflection sheet
- participate in class activities such as tests, assessment tasks, or exams
- see their teacher at the end of the lesson to make an appointment for a plan making session.

At Head Teacher Level

The Student will:

- have a restorative conversation with the head teacher who will explain the process to students and discuss goals
 - make a plan ASAP, which could include being placed on a monitoring card.
-

Classroom Teacher's Role

- Follow DHSVAD Student Behaviour Management Procedures
- Warn students not following instructions and direct them to sit at the reflection desk
- Send student to Head Teacher for significant concerns
- Hold restorative conversation leading to plan making.

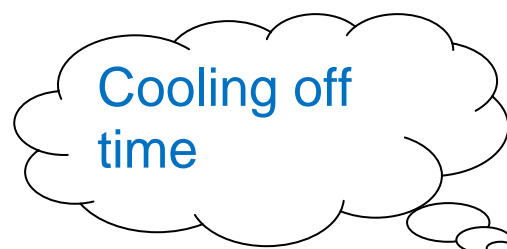
Head Teacher's Role

- Follow DHSVAD Student Behaviour Management Procedures
- Continue with restorative practice and discussion
- Supervise students sent to them or place them at reflection desk
- Promptly inform parent (s)/carer by phoning home and sending a letter
- Enter on Sentral
- Negotiate goals in collaboration with teacher and students and record on Sentral.

Senior Executive's Role

- Conduct restorative conversation and plan making with teacher, student and parents
- Initiate monitoring card
- Report back to Learning Support/Welfare team
- Monitor any inappropriate behaviour.

THE REFLECTION DESK IS



to allow the lesson to continue

EXPECTATIONS AT THE REFLECTION DESK

Whilst at the Reflection Desk the student will;

- ❖ sit silently and not interact with others
- ❖ complete the Reflection Sheet
- ❖ do class work silently
- ❖ see the teacher at the end of the lesson to make an appointment to negotiate a plan.

You are here to **THINK** about the behaviour expected and **REFLECT** on your respect for others, your relationships and your responsibilities.

It is important for you to **MAKE A PLAN** with your teacher and get back into class as soon as possible.

If you are not behaving responsibly at the Reflection Desk you will be sent to the Head Teacher. The Head Teacher will contact your parent(s) or carer(s) to make them aware of the situation.

If you are sent to a Head Teacher for a second time you will be placed in the Reflection Room.

If you do not make a plan prior to the next lesson, you will be sent to the Head Teacher.

THINKING ABOUT INCIDENT AT REFLECTION DESK STAGE (1)

STUDENT'S NAME _____ DATE: _____

YEAR/SUBJECT _____ TEACHER _____

1. What HAPPENED in class that led to you going to the Reflection Desk?

2. What were you thinking at the time?

3. Who has been affected by what you have done? (please tick)

You Teacher Other students Your parents/carers

4. In what ways have they been affected?

5. What could you have done differently?

Teacher checklist

1st Plan
 2nd Plan

Enter incident on Sentral

(retain this sheet as part of your record)

PLAN MAKING AT REFLECTION DESK STAGE (2)

TO BE NEGOTIATED WITH CLASS TEACHER AT PLAN MAKING MEETING

STUDENT'S NAME _____ DATE: _____

My goals to improve my behaviour in class

1. What aspects of Respect, Responsibility and Relationships do I need to be working on to improve my behaviour in class?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Respect yourself, others and property |
| <input type="checkbox"/> | Try your best in everything you do |
| <input type="checkbox"/> | Interact with others appropriately |
| <input type="checkbox"/> | Be appropriately dressed at all times |
| <input type="checkbox"/> | Respect teacher's authority and accept corrections |
| <input type="checkbox"/> | Cooperate, encourage and support others in the community |
| <input type="checkbox"/> | Other _____ |

2. What actions can I take to improve my learning in class?

3. What areas do I need help with in order to achieve my goals?

I understand that this plan is a contract between myself and my teacher to help improve my behaviour and learning.

SIGNATURES:

Student _____ **Teacher** _____

Teacher comments: _____

PLAN MAKING AT REFLECTION ROOM

STUDENT NAME: _____ CLASS: _____

SUBJECT: _____ DATE: _____

MY GOALS TO RETURN TO CLASS INCLUDE:

1. Respect: _____

2. Responsibility: _____

3. Relationships: _____

4. I understand it is my responsibility to catch up on my work

5. What can I do to achieve my personal best and improve my learning?

6. What areas do I need help in to achieve my goal? academic welfare

Further comment _____

Signatures:

Student _____ **Senior Executive** _____

STUDENT CODE OF CONDUCT IN THE REFLECTION ROOM

Raise your hand if you wish to speak to the Supervising Teacher

You may read (silently)

You may complete school work

You may use your laptop/device for school work

You may not leave the room except with a teacher (usually only at Reflection Rooms recess and lunch)

You must hand your telephone to the Deputy

You are not to contact anyone outside of the school

You cannot borrow anything from another student

You must not speak to another student whilst in the room

You cannot listen to music, play games or use mobile phones

You cannot eat, drink or chew.

REFLECTION ROOM SUPERVISION GUIDELINES

The Reflection Room is supervised by teachers on a voluntary basis. The supervising teacher controls the Reflection Room during the rostered supervision period and monitors the behaviour of students in the Reflection Room. Teachers are advised to keep in mind the following points:

PUNCTUALITY	<ul style="list-style-type: none"> • Be punctual to the Reflection Room at all times.
DUTY	<ul style="list-style-type: none"> • Deputy to make a call to all rooms that the reflection room is in use and upload a message on Sentral. • The Reflection Room is not to be left unsupervised at any time with the exception of breaks when the supervising teacher accompanies students. • Teachers supervising must remain on duty until they are relieved by the following teacher. • If there is any delay, consult the roster in the Reflection Room and contact the person by phone that should relieve you. • If there is any further delay in the arrival of the next supervising teacher it should be reported to the Deputy Principal. • Offer students work, but don't force them to do it.
BEHAVIOUR EXPECTATIONS	<ul style="list-style-type: none"> • Teachers should be thoroughly acquainted with the Rules of the Reflection Room for students and APPLY THEM CONSISTENTLY. These rules are on each desk in the Reflection Room. • If a student fails to follow the rules, remind the student of the rules. If the student continues to ignore the rules call for the Deputy Principal or other Executive Teacher to come to the Reflection Room and remove the student. • All incidents of misbehaviour should be recorded on Sentral. • Positive incidents and/or behaviour should also be noted on Sentral. • Be watchful for graffiti appearing on desks.
ASSISTANCE	<ul style="list-style-type: none"> • For assistance please phone the Deputy Principal. If they are unavailable, phone the Principal or any Head Teacher. • If a messenger is required, please phone the office staff, who will send a messenger when it is convenient. DO NOT under any circumstances use students who are in the Reflection Room to do messages or tasks outside the room.
COMMENTS	<ul style="list-style-type: none"> • A comment should be made about each student's behaviour during each period of supervision in the Reflection Room. Record all comments, both positive and negative, on Sentral.

SEATING	<ul style="list-style-type: none"> • Students will be assigned to a particular desk in the Reflection Room. Please check that all students are seated at their assigned desk at all times.
INTERACTION WITH STUDENTS	<ul style="list-style-type: none"> • Interactions with students are to be kept to an absolute minimum. However, restorative conversations can occur at teacher's discretion. • Teachers are to continue with their own work/activity while students work independently.
VARIATIONS TO ROUTINE	<ul style="list-style-type: none"> • Any variation to routine (e.g. excursions, supervision swaps, etc.) must be reported to the Deputy Principal AT LEAST 24 HOURS IN ADVANCE.
RECESS AND LUNCH BREAKS	<ul style="list-style-type: none"> • Lunch and recess breaks are to be taken as indicated in the Reflection Room Supervision Roster/Timetable.
EATING IN THE REFLECTION ROOM	<ul style="list-style-type: none"> • Students are not allowed to eat in the Reflection Room (except for medical reasons). They can drink water.
STUDENT ACTIVITY IN THE REFLECTION ROOM	<ul style="list-style-type: none"> • Once a student is placed in the Reflection Room they are not allowed to go to ANY classes, DURING school. Extra curricular activities may be negotiated with the deputy principal. • Students may do written work, read or think about their situation. Students cannot play games or listen to music in the Reflection Room or use mobile phones. • Students who are in the Reflection Room may sit for exams or assessment tasks.

Glossary of terms

<u>Senior Executive:</u>	Principal and Deputy Principal
<u>HT:</u>	Head Teacher
<u>2IC:</u>	Second in Charge (of faculty)
<u>SA:</u>	Student Advisor
<u>Assist SA:</u>	Assistant Student Advisor
<u>3RS</u>	Respect, Responsibility, Relationships
<u>Sentral:</u>	Administrative database
<u>Reflection Desk:</u>	Anywhere teacher allocates. A place to reflect on behaviour
<u>Restorative Practice:</u>	An explicit framework designed to re-establish significant relationships following behavioural incidents